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ABSTRACT

This volume summarizes the results of evaluation and testing activities carried out in the Austin, Texas, Independent School District (AISD) during the 1980-81 school year. The text consists of five parts: Section one highlights important findings in the areas of Title I Schoolwide Projects, compensatory programs, early childhood programs, accreditation, systemwide achievement, time use, reading curriculum study, bilingual education, and desegregation and minority achievement. Section two describes basic skills achievement test results for the overall district, low SES and minority students, and the minimum competency program. Section three describes results of evaluations carried out by the Office of Research and Evaluation (ORE) on general district activities and specific programs such as the Title I (regular and migrant), Title VII, local/State bilingual programs, and State compensatory education. Section four lists ORE publications (occasional papers and ad hoc studies). The final section summarizes the results of projects carried out by external researchers within the AISD during the year. (Author/WAM)

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1980-1981
Evaluation Findings

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Foreword

The findings volume summarizes the results of evaluation and testing activities carried out in AISD during the 1980-81 school year. The volume consists of five parts:

Green Tab: The first section, "1981 at a Glance," highlights the year's important findings in terms of the perspective of AISD as a whole.

Yellow Tabs: These sections deal with achievement test results for the overall District, low SES and minority students, and the minimum competency program.

Orange Tabs: Results of evaluations carried out this year by ORE are presented in these sections. The first four relate to important activities carried out within the District, and the rest relate to specific project evaluations. Each section includes a brief final report, plus abstracts for any related reports issued during the year.

Blue Tab: "Other ORE Publications" includes occasional papers and ad hoc studies carried out by ORE during 1980-81.

Red Tab: The final section, "Research Projects," summarizes the results of projects carried out by external researchers within AISD during the year.

This year's volume once again displays the talent and creativity of AISD students through their art. Our art program is indeed one to be proud of; AISD junior and senior high school students captured 16 of 20 awards given in the 1981 National Scholastic Art Awards competition. Secondary students submitted art on assorted topics; elementary students' art focused on the theme, "My favorite thing about school this year." The art coordinators, teachers, and students were very helpful in this effort.

Our need as researchers to analyze and quantify information led us to categorize the 214 elementary pictures we received. This completely non-random and biased study included students in kindergarten, fourth, fifth, and sixth grades.

Results revealed *these* elementary students' favorite things about school to be:

1.	Physical Activity (Physical Education, gym, sports, recess)	44
2.	Mathematics	31
	Art	31
3.	Music	15
	Reading/Library	15
4.	Play Time (Kindergarteners)	11
5.	Buses	10
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Samples of artwork reflecting each of these categories can be found on covers throughout this volume.

A variety of statistical terms will be used in discussing test results in this volume. The chart on the next page provides definitions and examples of the use of some important testing terms.

TESTING TERMS

1. **RAW SCORE (RS):** The raw score is the number of items a student answered correctly.

   "Janice's raw score was 31. She answered 31 questions right."

2. **PERCENTILE RANK (PR, %ile):** The percentile rank indicates the percentage of students in the national norm group that earned a raw score lower than the student.

   "Toby scored at the 37th percentile. This means that 37 percent of the students at the same grade in the national norm group scored lower than he did when they were tested."

3. **MEAN:** The mean is the arithmetic average of a set of scores (the sum of all scores divided by the number of scores).

   "The mean raw score for the eighth graders at our school was 31. This was found by adding up all of the students' scores and dividing by the number of students. The mean is often called the average."

4. **MEDIAN:** The median is the middle score--half the scores are lower, and half are higher.

   "The Math Total median score at grade seven in our school was the 56th percentile. This means that about half of our seventh graders scored below the 56th percentile and about half scored above the 56th percentile. In the national norm group, the median was the 50th percentile. So we can say that our students are scoring slightly higher than the seventh graders in the national norm group."

5. **GRADE EQUIVALENT (GE):** A grade equivalent of 6.7 (sometimes written 67) means that the student's raw score is the same as the median raw score that would be made by students tested in grade six during the seventh month of the school year. The grade equivalent represents the grade level (year and month of school) for which a raw score is the median.

   "Pat's score is a grade equivalent of 6.7. His score is average for students in the seventh month of the sixth grade."

6. **NATIONAL NORM GROUP:** This is a representative group of students from across the United States who were tested to establish the percentiles and grade equivalents for each raw score.

   "Students from across the United States were tested to see how they scored on this test. The percentile and grade equivalent scores were then set based on the performance of this norm group."

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Acknowledgments and Disclaimers

I. The following projects presented or reported herein were performed pursuant to a grant from the Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department and no official endorsement by the Department should be inferred.

Projects referenced:

E.S.E.A. Title I
E.S.E.A. Title I Migrant
E.S.E.A. Title VII Bilingual

II. Iowa Tests of Basic Skills (ITBS) data in this report include data that are the property of Houghton Mifflin Company and are under license from Houghton Mifflin Company.

III. Abstracts included in Section XVI Research Projects are entirely the work of the authors named without the review or endorsement of the Office of Research and Evaluation. Copies of the complete reports referenced are not available from this office.

IV. We would like to thank the art coordinators and teachers who helped to collect art work for the volume this year:

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Marjeanne McGowan, Anderson
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Our thanks especially goes to the students who created the art work. We could not use them all, but used as many as we could. Artists are identified as their work appears in the volume.

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Mark Kohler
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1981 At A Glance

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1980-81 At A Glance

Title: Discussion of 1980-81 Evaluation Findings

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The reader is cautioned that this annual section of the Evaluation Findings volume is not a straightforward summary of the year's results. Each report in this volume is prefaced by its own brief one to two page summary. The intent of this particular section is to provide an interpretation of this year's reports in the light of previous evaluations and other national research findings. The chief purpose of this interpretation is to draw inferences from the findings for future School District action. Such inferences seem particularly important for 1981-82 which promises to be a year of new beginnings. First, an administrative reorganization will bring many new leaders to central office instructional roles. Next, with the desegregation plan now in place, the District can turn full attention to strong emphasis upon the quality of education. In addition, other events such as the implementation of a new policy on promotion and retention and a new state plan for bilingual education appear to call for new programs or activities. Certainly, new efforts should build on previous successes.

Let's examine some of this year's findings with this goal of improving future action in mind.

Title I Schoolwide Projects

This program reduced pupil/teacher ratios, eliminated pullout program services, stressed one teacher's assuming responsibility for each student's program, and reduced or eliminated the use of instructional aides. Although we normally expect a major new program to take as many as three years to impact student achievement, achievement for students below the fortieth percentile did show impressive gains this first year.

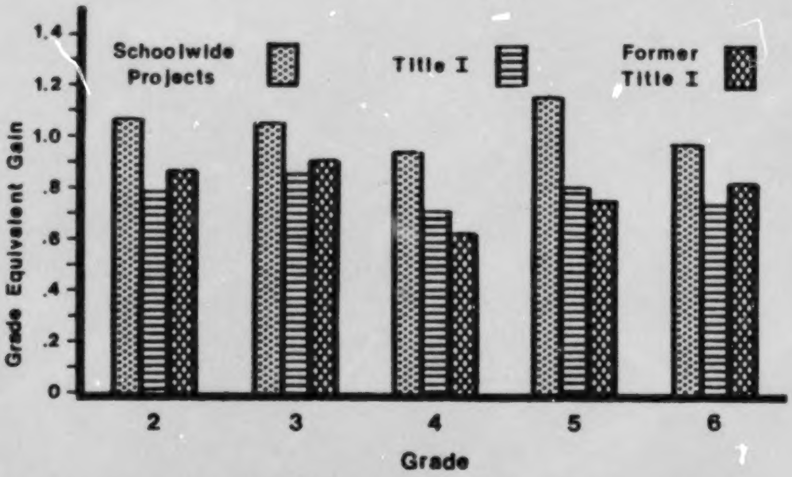


Figure 1. AVERAGE GRADE EQUIVALENT GAINS FOR SCHOOLWIDE PROJECT STUDENTS, TITLE I STUDENTS, AND FORMER TITLE I STUDENTS NOW IN SCHOOLS WITHOUT TITLE I. Only students scoring at or below the 40th percentile were included in these analyses.

This project appears to demonstrate that it is possible to design programs with a greater probability of success if we take advantage of research findings.

Compensatory Programs in General

AISD evaluations and national evaluations of Title I have repeatedly suggested that pulling students out of regular classroom instruction to receive supplementary instruction, usually in a learning lab setting, does not result in achievement benefits. This year's evaluation of State Compensatory Education (SCE) services provided at the elementary level indicates that pullout services have once again failed to help student achievement at the elementary level. A comparison group of non-SCE students made significantly greater gains in reading and mathematics on the Iowa Tests of Basic Skills (ITBS) than did students served by SCE everywhere except in grade 5 reading. Writing labs at the secondary level did not appear either to serve predominantly low-achieving students or to improve writing achievement beyond usual gains. Regular Title I services as they were distributed across a greater number of schools this year also delivered pullout services more frequently than they had during the past several years. This year Title I students achieved less than former Title I students no longer receiving services because of desegregation reassignment.

Pullout program services are not an effective approach to compensatory education.

Early Childhood Programs

Once again, learning gains for Early Childhood Programs of all types have been good and these have endured through entry into kindergarten. However, this year the advantage over a control group has been lost by entry into first grade. Although national studies suggest that early gains may reemerge at later ages, this finding suggests that teachers may need special assistance in identifying and building on skills that students bring into regular classrooms from special programs if sustaining effects are to be achieved.

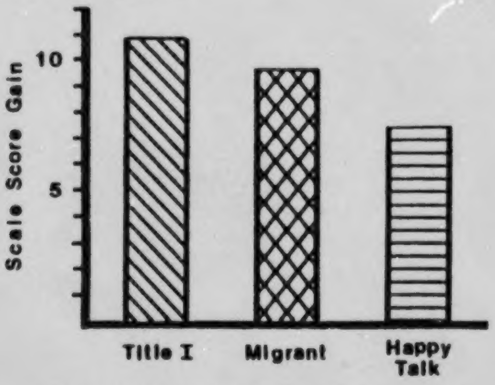


Figure 2. AVERAGE SCALE SCORE GAIN BY TITLE I, TITLE I MIGRANT, AND HAPPY TALK FOUR-YEAR-OLDS.

Gains at one level cannot be considered final; they must be recognized and built upon in future instruction at the next level.

Accreditation

AISD experienced considerable success with focusing on one or two major improvement goals in the late Seventies. With the adoption of the Accreditation Plan this was expanded to four major student learning priorities and additional programmatic priorities. Of course, implementation of the new desegregation plan introduced a more immediate set of demands.

Not all accreditation objectives or activities were accomplished. This appears to reemphasize the need for a limited set of highly visible priorities.

Systemwide Achievement

Considerable emphasis was placed upon the need to maintain achievement during the desegregation process. The Superintendent repeatedly stressed the need for demonstrating high achievement levels.

The experience of many school districts nationally and of AISD in the early Seventies was rather sizable achievement declines during the initial process of desegregation. This year, AISD generally maintained achievement levels. This was true even when the measure was general District medians which do not take into account changes due to a loss of students at the upper end of the achievement distribution. When we do take the loss of students into account by examining the achievement levels of students tested both years, achievement gains are rather consistent at all grades other than 11 and 12.

Consistent emphasis on a limited set of priorities yields results.

Time Use

In 1977 Austin's first major study of time use in AISD was completed. During the subsequent year, much effort was expended to improve the amount of time devoted to basic skills instruction and to decrease the amount allocated to noninstruction and classroom management. This resulted in dramatic improvements in time use according to observations completed in 1978. This year, the first comprehensive observations since 1978 were conducted although a limited set of observations were conducted during the 1978-79 school year for the Title I program. In general the improvements in time use that were observed during 1977-78 have been lost. This year, AISD students spent about two hours and four minutes each day in reading/language arts, 39 minutes in math, 15 minutes in social studies, and 13 minutes in science. The graph on the following page reflects the decline in time spent in basic skills in Title I schools. The chart reflects differences between Title I and non-Title I students. It is obvious that additional attention must be given to improving time use in the coming year.

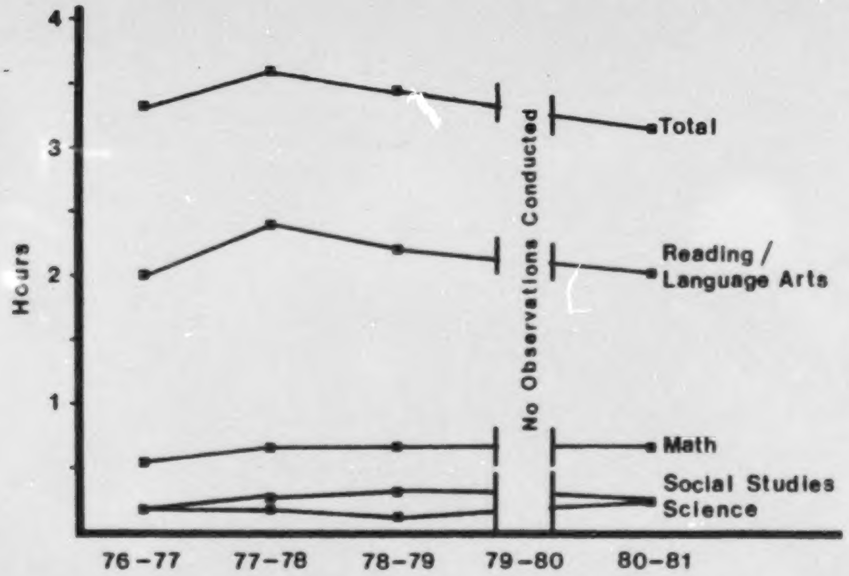


Figure 3. AMOUNT OF INSTRUCTIONAL TIME IN THE BASIC SKILLS IN TITLE I SCHOOLS.

	1976-77	1977-78	1978-79	1980-81
Reading/L. A.				
Title I	2:01 (96)*	2:23 (75)	2:12 (114)	2:04 (34)
N-TI	2:02 (20)	2:30 (36)	2:16 (43)	2:00 (72)
Math				
Title I	:34	:39	:39	:42
N-TI	:36	:41	:42	:37
Social Studies				
Title I	:08	:17	:18	:08
N-TI	:06	:17	:17	:18
Science				
Title I	:11	:09	:06	:16
N-TI	:09	:12	:08	:12

*Number of observations.

Figure 4. AMOUNT OF TIME IN MINUTES IN MAJOR CONTENT AREAS, 1976-77 THROUGH 1980-81 FOR TITLE I STUDENTS AND NON-TITLE I STUDENTS IN TITLE I SCHOOLS.

No objective can ever be considered as finally accomplished; continued emphasis and monitoring are necessary to hold on to gains that are won.

Reading Curriculum Study

Districtwide curricula are among the most important products of the central administration of any school system. How curriculum is designed and implemented determines to a large extent how instruction is delivered and the standards that are supported. Yet, few school systems regularly evaluate existing curricula or developing curricula. This year's study of the AISD reading curriculum was an effort to remedy that situation in AISD.

The study yielded information of considerable interest. For example, curriculum planning was ranked as a high priority by teachers and central office staff. Of significance also is that, although teachers used most of the materials they were provided to some extent including the elementary essential objectives, achievement test information, and curriculum units, the chief determinant of day-to-day teaching was the reading basal text. Cumulative folders maintained for each child were generally well-maintained and contained much diagnostic information; however, most teachers depended upon their own observations and diagnostic testing for placement decisions. Each of these findings has real implications for inservice and curriculum design.

Perhaps the most significant aspect, however, was the extent to which the study itself had to be limited. It early became apparent that the original intention of a comprehensive look at reading as a curriculum area was beyond the scope of available resources. As a consequence, the scope had to be limited to grades K-3 and questions pared down and down. In the end the study addresses some important questions and yields some potentially useful data, but it is far from the comprehensive examination of the reading curriculum that is needed. The national literature provided no useful models or practical "how to" assistance for the design of the study. A challenge remains for the Office of Research and Evaluation and for the District.

> *Curriculum evaluation is vitally important; a continued search for effective methods or approaches to comprehensive curriculum evaluation appears to be essential.*

Bilingual Education

It seems likely that bilingual education will assume an even greater importance in Austin ISD. Each year the number of Limited English Proficiency (LEP) students will grow. As the chart on the next page indicates, there were 1,967 students eligible for state aid in the bilingual program in 1980; this year there were 2,399. The exit criteria established by the federal Office for Civil Rights and by TEA are such that very few students ever leave the program once they are identified; thus, the number will continue to grow in fairly large increments each year for most of this decade.

	K-3	4-6	7-8	9-12	Total
1981 LEP	1547	459	184	209	2399
1981 LEP Exits	114	10	3	6	133
1980 LEP	1235	350	232	150	1967

Figure 5. A COMPARISON OF THE NUMBER OF LIMITED ENGLISH PROFICIENCY STUDENTS IN AISD IN 1980 AND 1981.

This increasing number of students, the new state plan for bilingual education, teacher desires for better articulation of the regular and bilingual curricula, and teacher requests for careful screening to identify exemplary materials all add up to a demand for more attention to bilingual education for the foreseeable future.

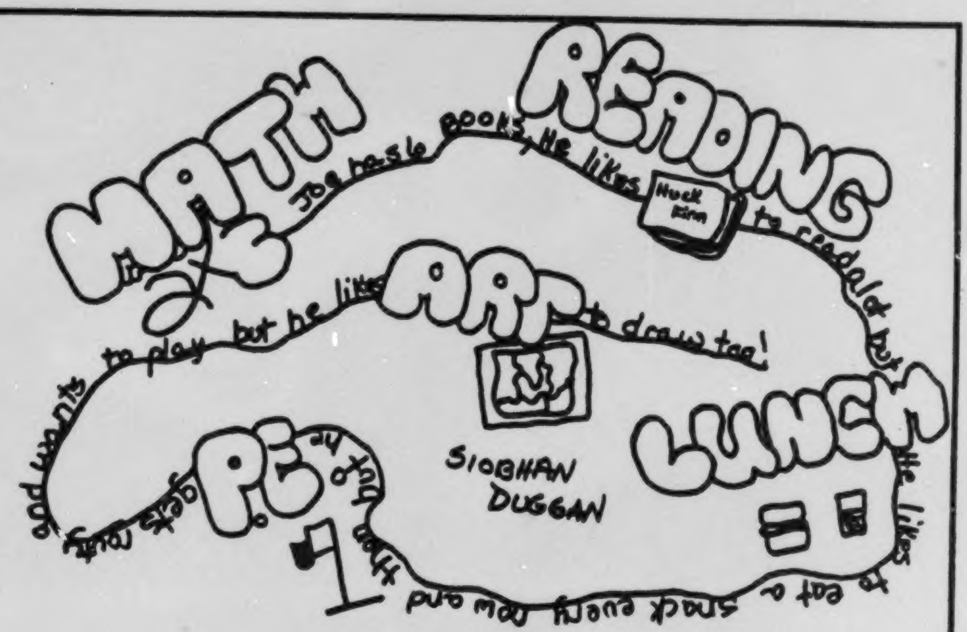
Desegregation and Minority Achievement

The desegregation evaluation generally yielded an encouraging picture both in terms of attitude of parents, staff, and students and of maintenance of District achievement levels. Interviews with parents whose children left the school system also indicated that some students may return to the District as these positive aspects become known.

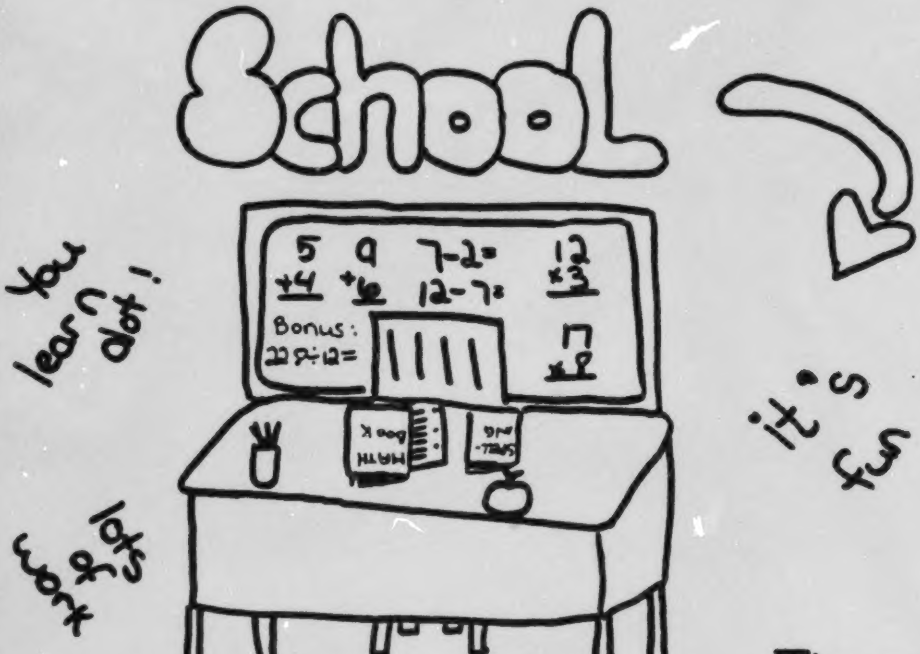
Indications are, however, that the District priority for improving the achievement of minority students must continue to receive intensive attention, particularly in the case of reassigned minority students at the elementary school level since these students generally gained less than nonreassigned minority students. Also, although the gap between the achievement of minority students in grades 1-8 and the national average decreases slightly again this year and remains fairly constant at the high school level, the differences between the achievement levels of minority students and the national norm continue to be very large.

> *Providing educational services that will improve the achievement of minority students must continue to be among the highest priorities of the School District.*

Siobhan Duggan
Doss
Grade 6


MATH
READING
Joe has 16 books, He likes
Huck Finn
to read a lot but
ART
but he likes
to draw too!
LUNCH
He likes to eat a snack every now and
then he ought to
P.E.
he gets antsy
and wants to play
SIOBHAN DUGGAN

Basic Skills Achievement


School
you learn a lot!
5 +4
9 +6
7-2=
12-7=
12 ×3
Bonus:
22÷12=
17 ×8
MATH Book
SPELLING
it's fun
lots of work
Ilana Armoni

School

Ilana Armoni
Doss
Grade 6

80.32

FINAL REPORT

Project Title: Basic Skills Achievement

Contact Persons: Kevin Matter, Glynn Ligon

Major Positive Findings:

1. Overall, achievement in basic skills was higher in 1980-81 than in 1979-80.
2. Compared to the most recent national norms (1978), AISD students are achieving above the national average in almost every area in every grade.
3. The achievement levels of minority students were higher in most basic skill areas at all grades in 1980-81 than in 1979-80.
4. Achievement levels of minority students in grades 1-8 are higher than the average achievement of students of all ethnicities in urban areas.
5. Achievement of students in grades 7 and 8 was higher in 1980-81 than in 1979-80 in every skill area for every ethnic group.
6. Students who have been in AISD for at least two years have achievement levels that are higher than the averages for all students in the District.
7. While the state and national Scholastic Aptitude Test (SAT) scores continue to decline, AISD's average math score went up and AISD's average Verbal score remained the same from 1979 to 1980.

Major Findings Requiring Action:

1. Average achievement was lower in grades 10-12 in 1980-81 than in 1979-80. Grade 12 achievement showed the most consistent declines.
2. At the high school level, the areas of social studies and reading declined the most in the past year.
3. Time spent in basic skills instruction in the elementary schools has decreased over the past three years.

HOW DOES THE OVERALL DISTRICT ACHIEVEMENT FOR 1980-81 COMPARE WITH 1979-80 ACHIEVEMENT?

Grades 1-8

Achievement in grades 1-8 is generally at a higher level at all grades and in all areas than in 1979-80. A graphic presentation of changes in achievement on the Iowa Tests of Basic Skills (ITBS) over the past two years is in Figure 1. The median percentile scores on the ITBS for each grade are presented in Figure 2. For the total groups in grades 1-8:

- 62% of the scores are higher than last year's,
- 19% of the scores are equal to last year's, and
- 19% of the scores are lower than last year's

Achievement increases for the District are particularly apparent in grades 5-8. Minority student achievement has risen in grades 2-8.

Besides achievement, two factors which influence yearly changes in district-wide achievement levels are changes in enrollment and changes in the proportion of students tested represented by each ethnic group. Based on these two factors, achievement in grades 1-7 would have been expected to decline and achievement in grade 8 expected to improve slightly. The actual ITBS results show that:

- achievement in grades 1, 2, and 5-7 improved rather than declined,
- achievement in grades 3 and 4 declined some, but no more than anticipated, and
- achievement in grade 8 improved more than expected.

This effect of decreasing enrollment and a shift in ethnic composition can be seen clearly in the Reading Total score in grade 3, presented in Figure 1. On that test, the median percentile scores for both Anglo/Others and Black students rose from 1980 to 1981. Hispanic students scored the same. However, the Anglo/Other students comprised a smaller proportion of the enrollment in grade 3 for 1981, and therefore had less upward influence on the District median score. The result is a decrease in the AISD Reading Total score for grade 3 from 1980, even though achievement of two of the three ethnic groups improved.

Grades 9-12

The achievement picture for high school is not nearly as positive. As shown in Figure 3, STEP scores for 1981 are lower in grades 10-12 in most areas. For the total groups in grades 9-12:

- half of the scores are equal to last year's, and
- half of the scores are lower than last year's.

English Expression scores are the same as last year's at all grade levels, with Math Computation and Math Basic Concepts remaining the areas of highest achievement in the District. Decreased scores are most evident in the Reading and Social Studies skills areas.

Although District achievement in high school is generally lower than in 1980, minority student achievement is up in half of the skills areas, as shown in Figure 1.

		READING TOTAL				LANGUAGE* TOTAL				WORK-STUDY** TOTAL				MATH TOTAL			
	GRADE	T	B	H	A/O	T	B	H	A/O	T	B	H	A/O	T	B	H	A/O
	1	0	0	0	↑	↓	0	0	↑	↓	↓	↓	0	↓	0	0	↑
	2	↑	↓	↑	↑	↑	↑	↑	↑	0	↑	↑	0	0	0	↑	↑
	3	↓	↑	0	↑	0	↑	↑	↑	↓	↑	0	0	0	↑	0	0
	4	↓	↑	0	↓	↑	↑	↑	0	0	↑	0	0	↓	↑	0	↓
	5	↑	0	↑	↑	↑	↑	↑	↑	↑	0	↑	↑	↑	↑	↑	↑
	6	↑	↑	↑	↑	↑	↑	↑	↑	↑	0	↑	↑	↑	↑	↑	0
	7	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	0
	8	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑
TOTAL GRADES 1-8	↑	5	5	5	7	6	7	7	7	4	5	5	4	5	6	5	4
	0	1	2	3	0	1	1	1	1	2	2	2	4	2	2	3	3
	↓	2	1	0	1	1	0	0	0	2	1	1	0	1	0	0	1

* SPELLING ONLY IN GRADES 1 AND 2.

** WORD ANALYSIS IN GRADES 1 AND 2.

T = TOTAL B = BLACK H = HISPANIC A/O = ANGLO/OTHERS

		READING				ENGLISH EXPRESSION				MATH COMPUTATION				MATH BASIC CONCEPTS				SOCIAL STUDIES			
	GRADE	T	B	H	A	T	B	H	A	T	B	H	A	T	B	H	A	T	B	H	A
	9	0	↑	↓	0	0	0	↑	0	0	↑	↑	↑	0	0	0	0	0	↑	↓	↑
	10	↓	0	↑	↓	0	0	↑	0	0	↓	↑	0	0	0	0	0	↓	↑	0	↓
	11	↓	↓	↓	↓	0	↓	0	0	↓	↑	↓	0	↓	0	0	0	↓	↓	↓	↓
	12	↓	↑	↑	↓	0	↑	↑	↓	↓	↑	↑	↓	↓	↑	↑	↓	↓	↑	↑	↓
TOTAL GRADES 9-12	↑	0	2	2	0	0	1	3	0	0	3	3	1	0	1	1	0	0	3	1	1
	0	1	1	0	1	4	2	1	3	2	0	0	2	2	3	3	3	1	0	1	0
	↓	3	1	2	3	0	1	0	1	2	1	1	1	2	0	0	1	3	1	2	3

T = TOTAL B = BLACK H = HISPANIC A = ANGLO

Figure 1. CHANGES IN MEDIAN PERCENTILE SCORES ON THE ITBS AND STEP, BY ETHNICITY, FROM 1979-80 TO 1980-81.

READING TOTAL

Grade	Ethnicity	Median Percentiles 80	81	Change	Median Grade Equivalents 80	81	Change	Mean Grade Equivalents 80	81	Change
1	Black	41	41	0	1.60	1.60	0	1.69	1.74	+.05
	Hispanic	47	47	0	1.70	1.70	0	1.76	1.76	0
	Anglo/Other	78	80	+2	2.50	2.60	+.10	[illegible]	2.54	+.10
	Total	62	62	0	2.10	2.10	[illegible]	2.12	2.14	+.02
2	Black	38	35	-3	2.50	2.40	-.10	2.47	2.48	+.01
	Hispanic	35	40	+5	2.40	2.60	+.20	2.45	2.63	+.18
	Anglo/Other	78	82	+4	3.60	3.70	+.10	3.47	3.59	+.12
	Total	58	60	+2	3.00	3.10	+.10	3.01	3.08	+.07
3	Black	30	35	+5	3.10	3.30	+.20	3.19	3.30	+.11
	Hispanic	35	35	0	3.30	3.30	0	3.33	3.37	+.04
	Anglo/Other	68	72	+4	4.50	4.60	+.10	4.46	4.50	+.04
	Total	55	53	-2	4.00	3.90	-.10	3.95	3.93	-.02
4	Black	23	25	+2	3.80	3.90	+.10	3.92	4.08	+.16
	Hispanic	31	31	0	4.10	4.10	0	4.24	4.21	-.03
	Anglo/Other	74	72	-2	5.80	5.70	-.10	5.76	5.71	-.05
	Total	58	54	-4	5.10	5.00	-.10	5.09	5.01	-.08
5	Black	25	25	0	4.80	4.80	0	4.88	4.92	+.04
	Hispanic	33	35	+2	5.10	5.20	+.10	5.06	5.23	+.17
	Anglo/Other	72	75	+3	6.80	7.00	+.20	6.77	6.98	+.21
	Total	57	59	+2	6.10	6.20	+.10	6.07	6.20	+.13
6	Black	21	28	+7	5.40	5.80	+.40	5.51	5.83	+.32
	Hispanic	27	32	+5	5.70	6.00	+.30	5.76	6.04	+.28
	Anglo/Other	70	74	+4	7.80	8.00	+.20	7.78	7.97	+.19
	Total	52	57	+5	6.90	7.10	+.20	6.92	7.13	+.21
7	Black	20	27	+7	5.90	6.40	+.50	6.04	6.42	+.38
	Hispanic	23	30	+7	6.10	6.60	+.50	6.32	6.65	+.33
	Anglo/Other	67	71	+4	8.60	8.70	+.10	8.43	8.62	+.19
	Total	50	52	+2	7.70	7.80	+.10	7.53	7.76	+.23
8	Black	18	22	+4	6.60	6.90	+.30	6.82	7.04	+.22
	Hispanic	24	26	+2	7.00	7.20	+.20	7.18	7.38	+.20
	Anglo/Other	68	71	+3	9.70	9.80	+.10	9.42	9.58	+.16
	Total	48	52	+4	8.50	8.80	+.30	8.40	8.63	+.23

SPELLING/LANGUAGE TOTAL
(Grades 1 and 2 only) (Grades 3-8 only)

Grade	Ethnicity	Median Percentiles 80	81	Change	Median Grade Equivalents 80	81	Change	Mean Grade Equivalents 80	81	Change
1	Black	46	46	0	1.70	1.70	0	1.88	2.00	+.12
	Hispanic	46	46	0	1.70	1.70	0	1.91	1.95	+.04
	Anglo/Other	66	75	+ 9	2.30	2.70	+.40	2.55	2.75	+.20
	Total	55	61	+ 6	1.90	2.10	+.20	2.25	2.36	+.11
2	Black	47	53	+ 6	2.70	2.90	+.20	2.92	3.05	+.13
	Hispanic	43	47	+ 4	2.60	2.70	+.10	2.78	2.97	+.19
	Anglo/Other	70	75	+ 5	3.60	3.90	+.30	3.67	3.76	+.09
	Total	59	63	+ 4	3.10	3.30	+.20	3.30	3.38	+.08
3	Black	44	49	+ 5	3.60	3.80	+.20	3.72	3.85	+.13
	Hispanic	46	51	+ 5	3.70	3.90	+.20	3.76	3.93	+.17
	Anglo/Other	76	78	+ 2	5.00	5.10	+.10	4.85	4.93	+.08
	Total	65	65	0	4.50	4.50	0	4.38	4.43	+.05
4	Black	35	44	+ 9	4.20	4.60	+.40	4.30	4.66	+.36
	Hispanic	42	49	+ 7	4.50	4.80	+.30	4.61	4.74	+.13
	Anglo/Other	74	74	0	6.00	6.00	0	5.97	6.04	+.07
	Total	60	62	+ 2	5.30	5.40	+.10	5.37	5.44	+.07
5	Black	38	40	+ 2	5.20	5.30	+.10	5.29	5.43	+.14
	Hispanic	40	46	+ 6	5.30	5.60	+.30	5.38	5.67	+.29
	Anglo/Other	74	79	+ 5	7.10	7.40	+.30	6.96	7.23	+.27
	Total	59	65	+ 6	6.30	6.60	+.30	6.33	6.54	+.21
6	Black	32	41	+ 9	5.80	6.30	+.50	5.86	6.27	+.41
	Hispanic	36	42	+ 6	6.00	6.40	+.40	6.08	6.47	+.39
	Anglo/Other	68	75	+ 7	7.90	8.30	+.40	7.86	8.20	+.34
	Total	54	61	+ 7	7.10	7.50	+.40	7.10	7.44	+.34
7	Black	25	35	+10	5.90	6.60	+.70	6.18	6.76	+.58
	Hispanic	31	39	+ 8	6.30	6.90	+.60	6.53	6.98	+.45
	Anglo/Other	67	71	+ 4	8.70	9.00	+.30	8.43	8.75	+.32
	Total	51	57	+ 6	7.70	8.10	+.40	7.61	7.97	+.36
8	Black	22	29	+ 7	6.60	7.10	+.50	6.94	7.39	+.45
	Hispanic	31	34	+ 3	7.30	7.50	+.20	7.37	7.74	+.37
	Anglo/Other	64	71	+ 7	9.60	10.10	+.50	9.41	9.75	+.34
	Total	49	58	+ 9	8.60	9.20	+.60	8.47	8.88	+.41

Figure 2. ITBS PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY, FOR 1980-81. (Page 1 of 2)

WORD ANALYSIS/WORK-STUDY TOTAL
(Grades 1 & 2 only) (Grades 3-8 only)

Grade	Ethnicity	Median Percentiles 80	81	Change	Median Grade Equivalents 80	81	Change	Mean Grade Equivalents 80	81	Change
1	Black	46	42	- 4	1.70	1.60	-.10	1.78	1.78	0
	Hispanic	50	46	- 4	1.80	1.70	-.10	1.86	1.82	-.04
	Anglo/Other	75	75	0	2.50	2.50	0	2.56	2.66	+.10
	Total	65	61	- 4	2.20	2.10	-.10	2.23	2.22	-.01
2	Black	38	41	+ 3	2.40	2.50	+.10	2.55	2.59	+.04
	Hispanic	41	44	+ 3	2.50	2.60	+.10	2.62	2.79	+.17
	Anglo/Other	75	75	0	3.70	3.70	0	3.74	3.82	+.08
	Total	62	62	0	3.20	3.20	0	3.22	3.26	+.04
3	Black	33	36	+ 3	3.20	3.30	+.10	3.28	3.36	+.08
	Hispanic	39	39	0	3.40	3.40	0	3.48	3.51	+.03
	Anglo/Other	71	71	0	4.50	4.50	0	4.41	4.42	+.01
	Total	57	54	- 3	4.00	3.90	-.10	3.97	3.95	-.02
4	Black	28	31	+ 3	3.90	4.00	+.10	3.98	4.11	+.13
	Hispanic	41	41	0	4.40	4.40	0	4.42	4.41	-.01
	Anglo/Other	73	73	0	5.70	5.70	0	5.67	5.69	+.02
	Total	58	58	0	5.10	5.10	0	5.10	5.06	-.04
5	Black	33	33	0	5.00	5.00	0	5.06	5.03	-.03
	Hispanic	42	44	+ 2	5.40	5.50	+.10	5.32	5.48	+.16
	Anglo/Other	70	77	+ 7	6.70	7.00	+.30	6.71	6.93	+.22
	Total	57	62	+ 5	6.10	6.30	+.20	6.12	6.25	+.13
6	Black	29	29	0	5.70	5.70	0	5.71	5.82	+.11
	Hispanic	30	41	+11	5.80	6.30	+.50	5.93	6.28	+.35
	Anglo/Other	68	71	+ 3	7.60	7.80	+.20	7.59	7.84	+.25
	Total	54	58	+ 4	6.90	7.10	+.20	6.88	7.11	+.23
7	Black	22	29	+ 7	6.00	6.40	+.40	6.07	6.54	+.47
	Hispanic	26	33	+ 7	6.20	6.70	+.50	6.41	6.81	+.40
	Anglo/Other	64	69	+ 5	8.40	8.70	+.30	8.18	8.46	+.28
	Total	46	52	+ 6	7.40	7.70	+.30	7.41	7.73	+.32
8	Black	19	25	+ 6	6.60	7.00	+.40	6.72	7.07	+.35
	Hispanic	28	30	+ 2	7.20	7.30	+.10	7.26	7.48	+.22
	Anglo/Other	63	70	+ 7	9.40	9.80	+.40	9.20	9.43	+.23
	Total	45	49	+ 4	8.30	8.60	+.30	8.27	8.57	+.30

MATH TOTAL

Grade	Ethnicity	Median Percentiles 80	81	Change	Median Grade Equivalents 80	81	Change	Mean Grade Equivalents 80	81	Change
1	Black	33	33	0	1.50	1.50	0	1.57	1.56	-.01
	Hispanic	38	38	0	1.60	1.60	0	1.64	1.70	+.06
	Anglo/Other	66	71	+5	2.10	2.20	+.10	2.11	2.19	+.08
	Total	50	56	+6	1.80	1.90	+.10	1.88	1.91	+.03
2	Black	31	31	0	2.40	2.40	0	2.47	2.47	0
	Hispanic	36	41	+5	2.50	2.60	+.10	2.55	2.66	+.11
	Anglo/Other	63	67	+4	3.10	3.20	+.10	3.16	3.21	+.05
	Total	50	50	0	2.80	2.80	0	2.87	2.89	+.02
3	Black	31	35	+4	3.30	3.40	+.10	3.36	3.40	+.04
	Hispanic	35	35	0	3.40	3.40	0	3.49	3.55	+.06
	Anglo/Other	68	68	0	4.30	4.30	0	4.24	4.24	0
	Total	54	54	0	3.90	3.90	0	3.89	3.87	-.02
4	Black	28	31	+3	4.10	4.20	+.10	4.14	4.23	+.09
	Hispanic	38	38	0	4.40	4.40	0	4.44	4.39	-.05
	Anglo/Other	72	69	-3	5.50	5.40	-.10	5.47	5.41	-.06
	Total	57	54	-3	5.00	4.90	-.10	5.01	4.92	-.09
5	Black	28	31	+3	5.00	5.10	+.10	5.08	5.12	+.04
	Hispanic	37	39	+2	5.30	5.40	+.10	5.37	5.42	+.05
	Anglo/Other	68	73	+5	6.50	6.70	+.20	6.54	6.66	+.12
	Total	53	55	+2	5.90	6.00	+.10	6.04	6.10	+.06
6	Black	26	29	+3	5.80	5.90	+.10	5.92	5.98	+.06
	Hispanic	34	38	+4	6.10	6.30	+.20	6.19	6.38	+.19
	Anglo/Other	72	72	0	7.70	7.70	0	7.65	7.73	+.08
	Total	56	59	+3	7.00	7.10	+.10	7.02	7.10	+.08
7	Black	22	30	+8	6.30	6.70	+.40	6.52	6.84	+.32
	Hispanic	32	36	+4	6.80	7.00	+.20	6.93	7.13	+.20
	Anglo/Other	71	71	0	8.60	8.60	0	8.39	8.43	+.04
	Total	51	55	+4	7.70	7.90	+.20	7.73	7.84	+.11
8	Black	19	23	+4	7.00	7.30	+.30	7.18	7.44	+.26
	Hispanic	29	32	+3	7.60	7.80	+.20	7.71	7.88	+.17
	Anglo/Other	66	71	+5	9.40	9.60	+.20	9.27	9.37	+.10
	Total	49	51	+2	8.60	8.70	+.10	8.51	8.69	+.18

Figure 2. ITBS PERCENTILE AND GRADE EQUIVALENT SCORES, BY ETHNICITY, FOR 1980-81. (Page 2 of 2)

GRADE	ETHNICITY	READING							ENGLISH EXPRESSION							MATH COMPUTATION							MATH BASIC CONCEPTS							SOCIAL STUDIES						
		75-76	76-77	77-78	78-79	79-80	80-81	81-82	75-76	76-77	77-78	78-79	79-80	80-81	81-82	75-76	76-77	77-78	78-79	79-80	80-81	81-82	75-76	76-77	77-78	78-79	79-80	80-81	81-82	75-76	76-77	77-78	78-79	79-80	80-81	81-82
9	BLACK	12	12	16	[illegible]	14	16		11	9	10	10	11	11		10	13	14	14	14	18		17	17	17	15	17	17		13	13	12	13	12	13	
	HISP.	14	14	16	16	19	18		11	11	11	11	12	15		17	17	17	20	22	25		22	22	17	17	22	22		13	15	15	15	17	15	
	ANGLO	52	52	54	52	52	52		41	44	44	44	44	44		48	52	53	53	55	57		54	59	54	54	54	54		45	51	45	45	45	48	
	OTHER	*	41	38	38	14	30		*	31	31	26	14	21		*	35	35	39	52	52		*	42	37	37	37	37		*	34	36	27	21	36	
	TOTAL	33	38	38	33	33	33		29	29	29	24	26	26		31	35	35	35	39	39		42	42	37	34	37	37		32	34	32	27	30	30	
10	BLACK	11	13	13	13	13	13		9	9	10	11	11	11		12	16	14	19	20	19		23	23	16	18	18	18		12	12	12	15	14	15	
	HISP.	16	16	18	18	18	21		12	15	14	17	14	18		21	21	21	26	29	32		28	28	26	26	28	28		20	20	20	22	22	22	
	ANGLO	53	58	58	58	56	53		41	45	50	50	50	50		55	55	57	59	61	61		62	62	62	62	62	62		53	56	53	53	53	50	
	OTHER	*	47	42	37	23	23		*	34	34	28	18	22		*	36	43	35	41	64		*	49	47	41	49	54		*	41	36	34	34	27	
	TOTAL	39	42	42	42	42	37		32	34	34	34	34	34		39	39	41	43	43	43		49	49	47	44	44	44		38	41	36	38	36	34	
11	BLACK	11	12	15	12	17	12		7	10	11	10	12	9		12	14	18	19	21	23		17	22	22	22	22	22		11	11	14	12	15	11	
	HISP.	17	20	20	20	22	20		15	15	15	15	16	16		23	21	29	29	32	31		26	30	30	28	30	30		19	19	21	19	23	19	
	ANGLO	54	57	57	57	59	57		46	50	48	52	52	52		58	61	58	61	61	61		62	65	63	66	66	66		54	59	50	54	54	52	
	OTHER	*	41	39	41	22	39		*	33	32	33	21	22		*	44	47	47	56	71		*	44	51	48	46	73		*	41	41	39	19	44	
	TOTAL	41	47	44	41	47	41		33	33	35	37	37	37		44	47	46	47	49	47		48	54	54	54	57	51		44	44	39	41	41	37	
12	BLACK	13	11	15	13	13	15		11	8	8	7	8	13		12	14	12	14	14	18		15	23	23	21	19	25		11	12	11	13	10	14	
	HISP.	17	23	19	17	19	21		15	18	16	16	17	18		20	23	23	26	25	26		23	32	27	32	27	32		17	24	19	20	19	22	
	ANGLO	53	59	55	53	59	53		44	50	50	50	52	50		56	64	60	60	62	56		61	68	64	66	68	64		56	63	53	53	53	51	
	OTHER	*	39	45	32	17	23		*	36	32	25	23	18		*	45	51	51	74	58		*	53	50	57	78	53		*	44	44	40	27	31	
	TOTAL	45	48	41	43	48	41		38	42	34	38	40	40		48	51	46	51	49	48		53	57	53	55	55	53		46	51	40	42	44	40	

*1975-76 percentile scores for Anglo include "Other" category of students.

Figure 3. STEP MEDIAN PERCENTILE SCORES, BY ETHNICITY, FROM 1975-76 THROUGH 1980-81.

HOW DO AISD'S 1980-81 SCORES COMPARE WITH THE NATIONAL NORMS?

Grades 1-8

AISD students' median percentile scores were higher than the median scores of students in the 1978 ITBS norming sample on all subtests for grades 1-8, except in Work-Study Skills at grade 8 (see Figure 2). The Districts' mean grade equivalent scores also exceed the national mean in all areas in grades 1-8, except in Reading and Work-Study Skills at grade 8.

The median percentile scores for AISD using norms based on an urban district norming sample are presented in Figure 4. Compared to students in other urban settings, AISD students scored above the urban norms' median of 50 at all grades and in all test areas. This is true for the District as a whole and for each ethnic group, with the one exception of Black students in math, grade 1.

GRADE	ETHNICITY	READING TOTAL	LANGUAGE* TOTAL	WORK-STUDY** TOTAL	MATH TOTAL
1	Black	62	62	69	47
	Hispanic	64	62	72	56
	Anglo	87	85	86	82
	Total	78	74	80	72
2	Black	64	70	70	52
	Hispanic	68	65	73	63
	Anglo	89	86	89	83
	Total	79	78	83	71
3	Black	60	68	59	58
	Hispanic	65	71	63	58
	Anglo	88	88	86	84
	Total	77	81	75	75
4	Black	58	67	55	55
	Hispanic	62	71	67	62
	Anglo	89	87	89	87
	Total	80	80	81	77
5	Black	59	64	61	56
	Hispanic	67	70	72	65
	Anglo	91	90	91	90
	Total	83	83	85	79
6	Black	58	67	57	54
	Hispanic	65	69	71	65
	Anglo	91	89	91	89
	Total	84	82	84	82
7	Black	58	61	59	56
	Hispanic	62	66	66	64
	Anglo	91	88	91	90
	Total	82	81	82	82
8	Black	56	56	55	52
	Hispanic	62	63	61	64
	Anglo	91	89	92	90
	Total	84	82	82	80

*Spelling only in grades 1 and 2.
**Word Analysis in grades 1 and 2.

Figure 4. 1981 MEDIAN ITBS PERCENTILE SCORES, BASED ON URBAN DISTRICT NORMS.

Grades 9-12

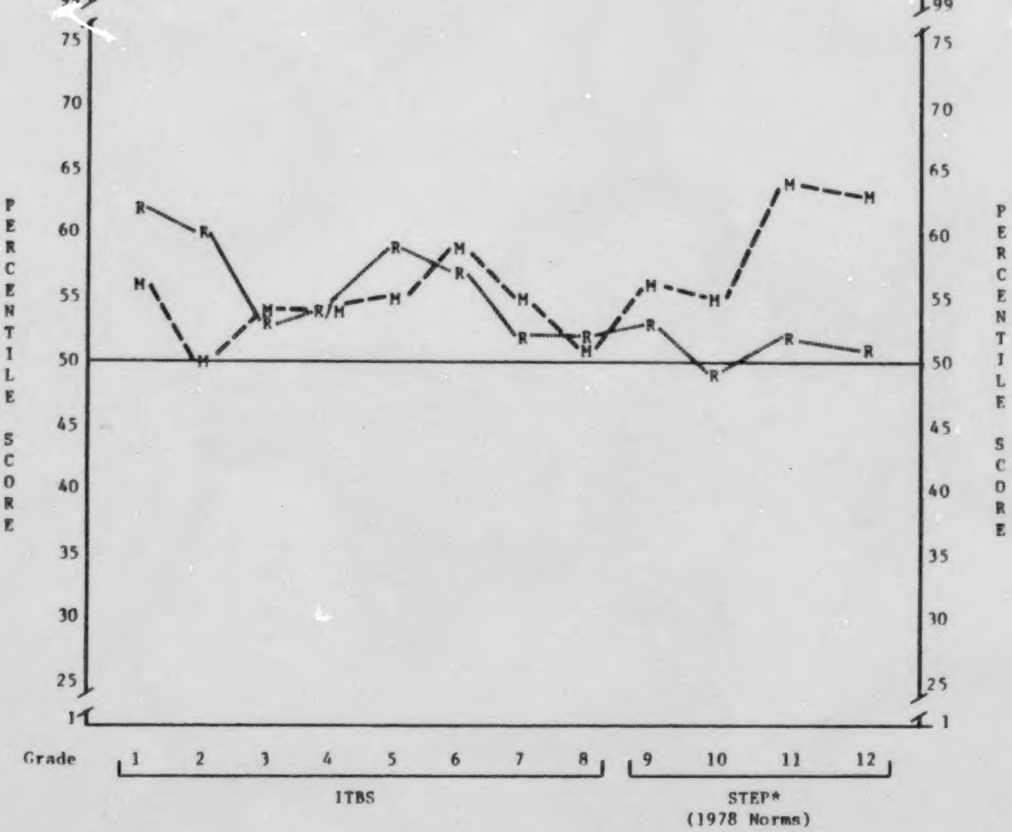
Student achievement in grades 9-12 is below the 1970 STEP national norms at all grades in all areas, except for Math Basic Concepts in grades 11 and 12 (see Figure 3). There is, however, an upward trend in the data, with the discrepancies between AISD and the 1970 national norms decreasing at each successive grade level.

When AISD is compared to 1978 STEP norms, AISD students score above the median on all subtests in grades 11 and 12. In math, students in grades 9 and 10 are also above the national average. (See Figure 5.)

The relationship between AISD's 1981 median percentile scores in reading and math for grades 1-12 and the 1978 national norms is presented in Figure 6. As revealed by this figure, AISD scores (when using 1978 STEP norms) are consistently above average in both areas. Reading scores are somewhat higher than math scores in the elementary grades, with the reverse occurring around the junior high grades and continuing in high school.

Subtest	Grade			
	9	10	11	12
Reading	53	49	52	51
English Expression	49	53	62	66
Math Computation	64	69	70	68
Math Basic Concepts	56	55	64	63
Social Studies	41	48	63	70

Figure 5. MEDIAN PERCENTILE SCORES FOR STEP TESTS IN AISD, SPRING, 1980, BASED UPON 1978 NORMS. Median percentile score for the national standardization sample, for all subtests and all grades, is 50.



*Math scores on the STEP are for Math Basic Concepts. Math Computation Scores are comparable.

Figure 6. AISD READING AND MATH SCORES FOR 1980-81.

WHAT IS THE ACHIEVEMENT RECORD OF THOSE STUDENTS WHO HAVE BEEN IN THE DISTRICT FOR THE PAST TWO YEARS?

Some AISD students have been tested in both of the past two school years; this permits a matching of test scores from one year to the next to show achievement changes. These matched groups' scores for 1981 tend to be higher than the scores for all AISD students tested in 1981 (see Figure 7).

Matched students in elementary and junior high school generally scored higher in 1981 than they did in 1980, indicating higher achievement compared to the national norming sample. The achievement of matched groups in high school is less consistent. Although the tenth-grade matched group achieved higher in 1981, matched students in grades 11 and 12 showed declines in percentile scores.

		Reading Total			Language Total			Work-Study Total*			Math Total		
1980 Grade	1981 Grade	Matched 80	Matched 81	Total 81	Matched 80	Matched 81	Total 81	Matched 80	Matched 81	Total 81	Matched 80	Matched 81	Total 81
1	2	62	60	60	61	63	63	65	62	62	50	50	50
2	3	58	55	53	59	65	65	--	--	--	50	54	54
3	4	55	54	54	65	64	62	57	58	58	54	54	54
4	5	58	61	59	62	67	65	58	64	62	57	58	55
5	6	57	59	57	59	61	61	60	58	58	55	59	59
6	7	52	54	52	52	59	57	52	53	52	54	57	55
7	8	50	52	52	53	60	58	48	53	49	55	56	51

		Reading			English Expression			Math Computation			Math Basic Concepts			Social Studies		
1980 Grade	1981 Grade	Matched 80	Matched 81	Total 81	Matched 80	Matched 81	Total 81	Matched 80	Matched 81	Total 81	Matched 80	Matched 81	Total 81	Matched 80	Matched 81	Total 81
9	10	41	39	37	34	39	34	47	50	43	42	49	44	36	36	34
10	11	45	41	41	39	37	37	52	49	47	51	54	51	41	41	37
11	12	49	45	41	44	42	40	54	49	48	59	55	53	46	42	40

*Word Analysis test given in grades 1 and 2. Grade 2 to grade 3 comparison is not appropriate.

Matched = Students tested in both 1980 and 1981. Total = All students tested in 1981.

Figure 7. MEDIAN PERCENTILE SCORES FOR MATCHED GROUPS AND TOTAL GROUPS.

HOW DID ENTERING KINDERGARTEN STUDENTS PERFORM ON THE BOEHM TEST OF BASIC CONCEPTS?

For the last four years, kindergarten students have entered AISD with the same level of knowledge of basic concepts. Their scores on the Boehm Test of Basic Concepts have been the same, above the national average, each fall.

HOW DID ENTERING FIRST-GRADE STUDENTS PERFORM ON THE METROPOLITAN READINESS TESTS?

After a very small increase from 1978-79 to 1979-80, the skills of entering AISD first-grade students have been the same the last two years. Their scores on the Pre-Reading Composite of the Metropolitan Readiness Tests have been just above the national average.

HOW DO AISD STUDENTS COMPARE WITH OTHER STUDENTS TAKING COLLEGE ADMISSIONS TESTS?

Preliminary Scholastic Aptitude Test (PSAT)

- Average verbal and math scores for AISD students who choose to take the PSAT are higher than the average scores for the national sample.
- AISD males and females scored higher than their counterparts in the national sample, with AISD males scoring higher than AISD females on both verbal and math sections.
- AISD verbal and math scores have declined from 1978 to 1980, while national scores have remained about the same.

Scholastic Aptitude Test (SAT)

- The scores of AISD students choosing to take the SAT in 1979-80 were higher than the average scores of students nationwide taking the SAT, for both males and females, on all SAT tests.
- In 1979-80 AISD reversed a downward trend, with the average SAT-Verbal score remaining the same as in 1978-79 and the SAT-Math average score being higher than in 1978-79.
- AISD students' SAT scores have declined less since 1971-72 than the nationwide or the state averages.
- The percentage of males and females taking the SAT has remained the same for the past two years. More females than males in AISD are taking the SAT.
- The estimated grade point average is higher for AISD students taking the SAT than for the nationwide SAT-taking sample.

American College Test (ACT)

- AISD students who choose to take the ACT scored lower than the national ACT-taking sample. Both AISD and national averages have dropped in all areas since 1972-73.
- More AISD females than males took the ACT--a trend present in the national sample, also. Since 1970-71, the percentage of AISD males taking the ACT has dropped. Female ACT-takers have increased.

WHAT SURVEY RESULTS ARE RELEVANT TO ACHIEVEMENT IN THE BASIC SKILLS?

Four-Year Graduate Followup. A survey of students who graduated from AISD four years ago showed that:

- Most of the respondents felt that high school should have required more of them and that there should be a minimum competency requirement for graduation.
- About three fourths of the sample felt that high school had prepared them adequately.
- Of those students who attended college, a majority felt they had adequate academic preparation in all subject areas, except in writing.

Former Student Questionnaire. A survey of students who graduated from AISD in 1980 showed that:

- About three fourths of the responding 1980 high school graduates are continuing their education.
- Over half of the respondents believed that high school requirements should have required more of them.
- About three fourths felt that there should be a minimum competency requirement for graduation.
- About three fourths of the responding graduates felt that high school had prepared them adequately for their present activities.
- Responding graduates attending college felt least prepared in writing and language arts.

Teacher Survey. A survey of teachers in AISD showed that:

- About one third of the teachers surveyed agreed with the statement that minimum competency requirements have improved achievement in the basic skills.
- Over half of the respondents felt that emphasis on basic skills has helped increase performance in those areas.
- Most teachers agreed that there should be statewide competency tests for promotion to grades 4 and 6.
- A very high percentage of teachers agreed that their schools' atmosphere was conducive to learning in 1981, and that students were receptive to learning.

Administrator Survey. A survey of administrators in AISD showed that nearly two thirds believe that the emphasis on basic skills has improved achievement in those areas.

HOW DO DISTRICT DEMOGRAPHIC DATA COMPARE TO PREVIOUS YEARS?

School Leavers

School leavers are students who withdraw from AISD during the school year and are not known to go to other schools. The school-leaver rate increased in 1980-81 to 2.78% of the AISD membership, up from 2.73% in 1979-80.

Graduation Rates

The percentage of ninth- through twelfth-grade students who graduate each year is reported as the District's graduation rate. This total is at the highest rate since 1971-72.

Systemwide Attendance

- The overall District attendance rate (92.5%) was the highest since 1972-73.
- Elementary schools had the highest rate of attendance (93.9%), although it declined slightly from 1979-80.
- Junior and senior high attendance rates were higher in 1980-81 than in the previous years.

HAS THE AMOUNT OF INSTRUCTIONAL TIME IN THE BASIC SKILLS CHANGED?

Since 1977-78, the amount of instructional time in the basic skills at the elementary level has decreased. Classroom observations documented about 20 fewer minutes per day in basic skills instruction in 1980-81.

WHAT OTHER INFORMATION SHOULD BE CONSIDERED TO DETERMINE IF BASIC SKILLS HAVE IMPROVED IN THE DISTRICT?

In addition to looking at District achievement in the basic skills areas, it is important to examine the success of special programs which share the goal of improving basic skills achievement. The reader is urged to refer to the 1980-81 findings of these special programs.

Project	Section in 1980-81 Evaluation Findings
High School Graduation Minimum Competency Requirements	V
ESEA Title I	X
ESEA Title I Migrant	XI
Local/State Bilingual	XII
State Compensatory Education	XIV

A study of the overlapping of services to the same students by multiple special programs showed that overlaps decreased in 1980-81. In the past two years, the number of students receiving supplemental services from more than two special programs has dropped from 1065 to 245.

80.32
(80.17)

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: 1980-81 Basic Skills

Contact Person: Nancy Baenen, Kevin Matter

No. Pages: 16

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I. Evaluation Design Review Form	This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
II. Narrative Summary A. Program Summary B. Evaluation Summary	This chapter briefly describes the project and the evaluation activities tied to the project.
III. Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
IV. Information Needs A. Needs B. Overview	Here the evaluator specifies other information needs that are not included in the decision question section. This may include information required for annual TEA reports, application, interim reports, etc.
V. Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the persons receiving the information.
VI. Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed as well.

80.32
(80.17)

Evaluation Design Summary:

The Basic Skills evaluation will focus on three primary areas during the 1980-81 school year:

- Student performance in basic skills as measured by standardized achievement tests.
- Student attendance, school leaver, and graduation rates.
- Former students' current status and their opinions on the overall relevance of AISD's high school curriculum to their situations.

For the most part, the evaluation efforts will be concentrating on data that already exist or are routinely collected during the year. This includes achievement test results; results for AISD students who take the SAT and/or the ACT; attendance, dropout, and graduation records; and results of the Former Student Questionnaire. The Four Year Graduate Followup is a special survey to be completed this year.

Scope of Design:

2	Decision questions
21	Evaluation questions

80.32
(80.39)

Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: Systemwide Evaluation 1980-81

Contact Persons: Glynn Ligon, Kevin Matter, Nancy Baenen

No. Pages: 625

Summary:

This volume provides technical information on evaluation procedures and results related to the following Final Reports:

Basic Skills Achievement
Systemwide Achievement Profiles
Low S.E.S. and Minority Student Achievement Accreditation Process

The technical report is organized around data collection sources, and includes the following appendices:

Appendix A: Scholastic Aptitude Test (SAT)
Appendix B: American College Test (ACT)
Appendix C: Preliminary Scholastic Aptitude Test (PSAT)
Appendix D: Sequential Tests of Educational Progress (STEP)
Appendix E: Iowa Tests of Basic Skills (ITBS)
Appendix F: Metropolitan Readiness Test (MRT)
Appendix G: Boehm Tests of Basic Concepts (BTBC)
Appendix H: Texas Assessment of Basic Skills (TABS)
Appendix I: Four-Year Graduate Follow-up
Appendix J: District Records
    J-1 Attendance
    J-2 School Leavers
    J-3 Graduation
Appendix K: Former Student Questionnaire
Appendix L: Teacher Survey
Appendix M: Administrator Survey
Appendix N: Accreditation Status Report

80.32
(80.41)

Brochure

ABSTRACT

Title: Talking to Parents About Test Scores

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 8

Summary:

This brochure provides answers to some basic questions which a) teachers might ask when preparing to report test scores to parents and b) parents might ask about their child's score on a standardized test. AISD junior high 1980 ITBS scores are provided for comparison of individual student's scores to the District average.

Comments:

This is a revised edition of publication 76.14. The revisions made reflected the change to the Iowa Tests of Basic Skills.

80.32
(80.73)

Occasional Paper

ABSTRACT

Title: Comparing Iowa Tests of Basic Skills (ITBS) and Texas Assessment of Basic Skills (TABS) Scores Across Texas Districts

Contact Persons: Nancy Baenen, Glynn Ligon

No. Pages: 13

Summary:

All Texas public school districts now administer the Texas Assessment of Basic Skills (TABS) tests to some of their students. Four of the major urban districts (Austin, Dallas, Fort Worth, and Houston) administer the Iowa Tests of Basic Skills to all or most of their elementary students. This situation increases the likelihood comparisons will be made of test scores across districts.

This paper attempts to compare various test features and administration procedures of the four major urban districts administering both tests. Test scores for the districts are also presented. Some of the key differences in the nature of the school districts, testing exemptions, and testing procedures which make direct comparisons more difficult are highlighted.

80.32
(80.74)

Brochure

ABSTRACT

Title: Your Standing in Basic Skills - Sequential Tests of Educational Progress, AISD High Schools

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 6

Summary:

A copy of this brochure is provided to each high school student who took the Sequential Tests of Educational Progress (STEP). Each student's STEP scores are provided on a gummed label to be affixed to the last page of the brochure. Using a question-and-answer format, the brochure provides information about the tests, the test scores, and competency requirements for graduation.

Comments:

This is a revised edition of last year's publication 79.47. The revisions made were required by a change in the competency requirements and a change in the number of STEP tests given each year.

80.32
(80.75)

Brochure

ABSTRACT

Title: Your Scores in Basic Skills - Iowa Tests of Basic Skills, AISD Junior High Schools

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 6

Summary:

A copy of this brochure is provided to each junior high school student who took the Iowa Tests of Basic Skills (ITBS). Each student's ITBS scores are provided on a gummed label to be affixed to the last page of the brochure. Using a question-and-answer format, the brochure provides information about the test, the test scores, and high school graduation competency requirements.

Comments:

This is a revised edition of last year's publication 79.46. The revisions made were required by a change in the graduation competency requirements.

80.32
(80.76)

Brochure

ABSTRACT

Title: Your Child's Scores In Basic Skills - Iowa Tests of Basic Skills, AISD Elementary Schools

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 6

Summary:

This brochure is sent to the parents of all students in grades one through six who took the Iowa Tests of Basic Skills (ITBS). Each student's ITBS scores are provided on a gummed label to be affixed to the last page of the brochure. Using a question-and-answer format, the brochure provides information about the test and the test scores.

Comments:

This is a revised edition of last year's publication 79.44.

80.32
(80.77)

Brochure

ABSTRACT

Title: Los Puntajes (Resultados) De Su Niño En Las Habilidades Básicas - Pruebas De Habilidades Básicas De Iowa, Escuelas Elementales Del Distrito Escolar De Austin.

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 6

Summary:

This brochure, written in Spanish, is sent to elementary schools to forward to Spanish-speaking parents of students who took the Iowa Tests of Basic Skills (ITBS). Each student's scores are provided on a gummed label to be affixed to the last page of the brochure. Using a question-and-answer format, the brochure provides information about the test and the test scores.

Comments:

This is a revised edition of last year's publication 79.45.

Systemwide Achievement Profiles

Tom Tarvin
McCallum
Grade 12

80.32

AUSTIN INDEPENDENT SCHOOL DISTRICT

SYSTEMWIDE ACHIEVEMENT PROFILES

1980-81

The following pages present District summary data for the achievement tests administered in the spring of the 1980-81 school year to all AISD students in grades 1-12. The Iowa Tests of Basic Skills (ITBS) are administered in grades 1-8, and the Sequential Tests of Educational Progress (STEP) are administered in grades 9-12.

All summaries are presented separately for each grade, for the total group of students. In addition, summaries for three ethnic groups (Black, Hispanic, and Anglo/Other) are reported. Where applicable, scores for matched groups are presented to provide a means for comparing achievement of the same students over a two-year period. The matched group scores reflect achievement of those students who took the tests in both of the past two years.

Students' scores were excluded from these achievement summaries under the following conditions:

Grades 1-6:	Special Education. Scores for special education students who received one or more hours of special education services per day.
Grades 7-12:	Special Education. Scores for special education students who received more than three hours of special education services per day.
Grades 1-12:	LEP. Scores for students who are dominant or monolingual in a language other than English.

Achievement areas measured by the ITBS included reading, language, work-study skills (grades 3-8 only), math, and word analyses (grades 1 and 2 only). The STEP measured student skills in the areas of reading, English expression, math computation, math basic concepts, and social studies.

80.32

ACHIEVEMENT PROFILES

IOWA TESTS OF BASIC SKILLS

GRADES 1-8

1980-81

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 1 SCHOOL: A.I.S.D.

READING TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81
# TESTED				3753			1099			807			1847
3RD Q	75 %ILE	%ILE	%ILE	86 %ILE	%ILE	%ILE	70 %ILE	%ILE	%ILE	70 %ILE	%ILE	%ILE	93 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	62 %ILE	%ILE	%ILE	47 %ILE	%ILE	%ILE	41 %ILE	%ILE	%ILE	80 %ILE
1ST Q	25 %ILE	%ILE	%ILE	35 %ILE	%ILE	%ILE	27 %ILE	%ILE	%ILE	22 %ILE	%ILE	%ILE	56 %ILE

VOCABULARY

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81
# TESTED				3804			1134			812			1858
3RD Q	75 %ILE	%ILE	%ILE	85 %ILE	%ILE	%ILE	70 %ILE	%ILE	%ILE	70 %ILE	%ILE	%ILE	91 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	67 %ILE	%ILE	%ILE	47 %ILE	%ILE	%ILE	43 %ILE	%ILE	%ILE	80 %ILE
1ST Q	25 %ILE	%ILE	%ILE	39 %ILE	%ILE	%ILE	24 %ILE	%ILE	%ILE	24 %ILE	%ILE	%ILE	59 %ILE

READING COMPREHENSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81
# TESTED				3771			1107			813			1851
3RD Q	75 %ILE	%ILE	%ILE	83 %ILE	%ILE	%ILE	67 %ILE	%ILE	%ILE	67 %ILE	%ILE	%ILE	91 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	59 %ILE	%ILE	%ILE	43 %ILE	%ILE	%ILE	43 %ILE	%ILE	%ILE	77 %ILE
1ST Q	25 %ILE	%ILE	%ILE	31 %ILE	%ILE	%ILE	27 %ILE	%ILE	%ILE	27 %ILE	%ILE	%ILE	51 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 1 SCHOOL: A.I.S.D.

SPELLING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81
# TESTED				3758			1099			809			1850
3RD Q	75 %ILE	%ILE	%ILE	87 %ILE	%ILE	%ILE	71 %ILE	%ILE	%ILE	75 %ILE	%ILE	%ILE	93 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	61 %ILE	%ILE	%ILE	46 %ILE	%ILE	%ILE	46 %ILE	%ILE	%ILE	75 %ILE
1ST Q	25 %ILE	%ILE	%ILE	31 %ILE	%ILE	%ILE	26 %ILE	%ILE	%ILE	26 %ILE	%ILE	%ILE	51 %ILE

WORD ANALYSIS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81
# TESTED				3783			1116			809			1858
3RD Q	75 %ILE	%ILE	%ILE	83 %ILE	%ILE	%ILE	69 %ILE	%ILE	%ILE	75 %ILE	%ILE	%ILE	91 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	61 %ILE	%ILE	%ILE	46 %ILE	%ILE	%ILE	42 %ILE	%ILE	%ILE	75 %ILE
1ST Q	25 %ILE	%ILE	%ILE	34 %ILE	%ILE	%ILE	23 %ILE	%ILE	%ILE	20 %ILE	%ILE	%ILE	54 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 1 SCHOOL: A.I.S.D.

MATH TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81
# TESTED				3759			1103			805			1851
3RD Q	75 %ILE	%ILE	%ILE	80 %ILE	%ILE	%ILE	61 %ILE	%ILE	%ILE	56 %ILE	%ILE	%ILE	89 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	56 %ILE	%ILE	%ILE	38 %ILE	%ILE	%ILE	33 %ILE	%ILE	%ILE	71 %ILE
1ST Q	25 %ILE	%ILE	%ILE	27 %ILE	%ILE	%ILE	22 %ILE	%ILE	%ILE	17 %ILE	%ILE	%ILE	44 %ILE

MATH CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81
# TESTED				3787			1124			808			1855
3RD Q	75 %ILE	%ILE	%ILE	76 %ILE	%ILE	%ILE	61 %ILE	%ILE	%ILE	56 %ILE	%ILE	%ILE	86 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	51 %ILE	%ILE	%ILE	41 %ILE	%ILE	%ILE	35 %ILE	%ILE	%ILE	61 %ILE
1ST Q	25 %ILE	%ILE	%ILE	30 %ILE	%ILE	%ILE	15 %ILE	%ILE	%ILE	15 %ILE	%ILE	%ILE	46 %ILE

MATH PROBLEMS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81
# TESTED				3773			1112			810			1851
3RD Q	75 %ILE	%ILE	%ILE	78 %ILE	%ILE	%ILE	65 %ILE	%ILE	%ILE	58 %ILE	%ILE	%ILE	84 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	50 %ILE	%ILE	%ILE	38 %ILE	%ILE	%ILE	30 %ILE	%ILE	%ILE	65 %ILE
1ST Q	25 %ILE	%ILE	%ILE	26 %ILE	%ILE	%ILE	26 %ILE	%ILE	%ILE	19 %ILE	%ILE	%ILE	38 %ILE

MATH COMPUTATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81	GRADE 0 MATCHED 1979-80	GRADE 1 MATCHED 1980-81	GRADE 1 ALL 1980-81
# TESTED				3772			1111			807			1854
3RD Q	75 %ILE	%ILE	%ILE	81 %ILE	%ILE	%ILE	76 %ILE	%ILE	%ILE	70 %ILE	%ILE	%ILE	88 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	63 %ILE	%ILE	%ILE	54 %ILE	%ILE	%ILE	44 %ILE	%ILE	%ILE	70 %ILE
1ST Q	25 %ILE	%ILE	%ILE	28 %ILE	%ILE	%ILE	28 %ILE	%ILE	%ILE	16 %ILE	%ILE	%ILE	44 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 2 SCHOOL: A.I.S.D.

READING TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81
# TESTED		2980	2980	3735	910	910	1096	624	624	774	1446	1446	1865
3RD Q	75 %ILE	86 %ILE	87 %ILE	87 %ILE	70 %ILE	68 %ILE	68 %ILE	70 %ILE	60 %ILE	60 %ILE	93 %ILE	93 %ILE	93 %ILE
MEDIAN	50 %ILE	62 %ILE	60 %ILE	60 %ILE	47 %ILE	40 %ILE	40 %ILE	47 %ILE	38 %ILE	35 %ILE	80 %ILE	82 %ILE	82 %ILE
1ST Q	25 %ILE	38 %ILE	30 %ILE	30 %ILE	27 %ILE	19 %ILE	19 %ILE	30 %ILE	15 %ILE	15 %ILE	56 %ILE	58 %ILE	58 %ILE

VOCABULARY

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81
# TESTED		2980	2980	3755	910	910	1108	624	624	781	1446	1446	1870
3RD Q	75 %ILE	82 %ILE	78 %ILE	78 %ILE	70 %ILE	67 %ILE	61 %ILE	70 %ILE	61 %ILE	58 %ILE	91 %ILE	90 %ILE	90 %ILE
MEDIAN	50 %ILE	67 %ILE	58 %ILE	58 %ILE	47 %ILE	44 %ILE	44 %ILE	47 %ILE	38 %ILE	38 %ILE	80 %ILE	73 %ILE	73 %ILE
1ST Q	25 %ILE	39 %ILE	29 %ILE	29 %ILE	24 %ILE	21 %ILE	21 %ILE	31 %ILE	14 %ILE	14 %ILE	59 %ILE	58 %ILE	54 %ILE

READING COMPREHENSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81
# TESTED		2980	2980	3744	910	910	1099	624	624	775	1446	1446	1870
3RD Q	75 %ILE	83 %ILE	80 %ILE	80 %ILE	70 %ILE	66 %ILE	66 %ILE	70 %ILE	63 %ILE	60 %ILE	91 %ILE	89 %ILE	89 %ILE
MEDIAN	50 %ILE	63 %ILE	60 %ILE	60 %ILE	47 %ILE	48 %ILE	44 %ILE	47 %ILE	41 %ILE	41 %ILE	77 %ILE	78 %ILE	78 %ILE
1ST Q	25 %ILE	35 %ILE	34 %ILE	34 %ILE	27 %ILE	29 %ILE	25 %ILE	27 %ILE	22 %ILE	19 %ILE	51 %ILE	54 %ILE	54 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 2 SCHOOL: A.I.S.D.

SPELLING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81
# TESTED		2980	2980	3744	910	910	1099	624	624	775	1446	1446	1870
3RD Q	75 %ILE	82 %ILE	82 %ILE	82 %ILE	71 %ILE	75 %ILE	75 %ILE	74 %ILE	75 %ILE	75 %ILE	89 %ILE	88 %ILE	88 %ILE
MEDIAN	50 %ILE	61 %ILE	63 %ILE	63 %ILE	46 %ILE	47 %ILE	47 %ILE	51 %ILE	53 %ILE	53 %ILE	71 %ILE	75 %ILE	75 %ILE
1ST Q	25 %ILE	31 %ILE	40 %ILE	36 %ILE	26 %ILE	26 %ILE	20 %ILE	26 %ILE	26 %ILE	26 %ILE	49 %ILE	53 %ILE	47 %ILE

WORD ANALYSIS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81
# TESTED		2980	2980	3754	910	910	1104	624	624	780	1446	1446	1870
3RD Q	75 %ILE	83 %ILE	84 %ILE	84 %ILE	75 %ILE	73 %ILE	73 %ILE	75 %ILE	65 %ILE	65 %ILE	91 %ILE	92 %ILE	92 %ILE
MEDIAN	50 %ILE	65 %ILE	62 %ILE	62 %ILE	50 %ILE	44 %ILE	44 %ILE	54 %ILE	41 %ILE	41 %ILE	79 %ILE	79 %ILE	75 %ILE
1ST Q	25 %ILE	38 %ILE	32 %ILE	32 %ILE	27 %ILE	24 %ILE	22 %ILE	30 %ILE	20 %ILE	20 %ILE	54 %ILE	53 %ILE	53 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS   APRIL, 1981   GRADE: 2   SCHOOL: A.I.S.D.

MATH TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81
# TESTED		2980	2980	3746	910	910	1104	624	624	776	1446	1446	1866
3RD Q	75 %ILE	76 %ILE	75 %ILE	75 %ILE	61 %ILE	63 %ILE	63 %ILE	61 %ILE	54 %ILE	54 %ILE	86 %ILE	84 %ILE	84 %ILE
MEDIAN	50 %ILE	50 %ILE	50 %ILE	50 %ILE	38 %ILE	41 %ILE	41 %ILE	38 %ILE	31 %ILE	31 %ILE	66 %ILE	67 %ILE	67 %ILE
1ST Q	25 %ILE	33 %ILE	27 %ILE	27 %ILE	22 %ILE	22 %ILE	22 %ILE	22 %ILE	14 %ILE	14 %ILE	44 %ILE	45 %ILE	41 %ILE

MATH CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81
# TESTED		2980	2980	3754	910	910	1104	624	624	777	1446	1446	1873
3RD Q	75 %ILE	76 %ILE	72 %ILE	72 %ILE	56 %ILE	58 %ILE	58 %ILE	56 %ILE	54 %ILE	54 %ILE	86 %ILE	82 %ILE	82 %ILE
MEDIAN	50 %ILE	51 %ILE	50 %ILE	50 %ILE	41 %ILE	38 %ILE	38 %ILE	35 %ILE	34 %ILE	34 %ILE	61 %ILE	61 %ILE	61 %ILE
1ST Q	25 %ILE	30 %ILE	30 %ILE	30 %ILE	19 %ILE	15 %ILE	15 %ILE	15 %ILE	12 %ILE	12 %ILE	46 %ILE	42 %ILE	42 %ILE

MATH PROBLEMS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81
# TESTED		2980	2980	3750	910	910	1104	624	624	777	1446	1446	1869
3RD Q	75 %ILE	72 %ILE	76 %ILE	76 %ILE	58 %ILE	66 %ILE	66 %ILE	58 %ILE	60 %ILE	50 %ILE	84 %ILE	81 %ILE	81 %ILE
MEDIAN	50 %ILE	50 %ILE	50 %ILE	50 %ILE	38 %ILE	43 %ILE	43 %ILE	38 %ILE	33 %ILE	33 %ILE	65 %ILE	66 %ILE	66 %ILE
1ST Q	25 %ILE	30 %ILE	24 %ILE	24 %ILE	26 %ILE	21 %ILE	18 %ILE	26 %ILE	18 %ILE	18 %ILE	38 %ILE	43 %ILE	43 %ILE

MATH COMPUTATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81	GRADE 1 MATCHED 1979-80	GRADE 2 MATCHED 1980-81	GRADE 2 ALL 1980-81
# TESTED		2980	2980	3752	910	910	1105	624	624	777	1446	1446	1870
3RD Q	75 %ILE	81 %ILE	80 %ILE	80 %ILE	70 %ILE	76 %ILE	76 %ILE	70 %ILE	66 %ILE	66 %ILE	81 %ILE	86 %ILE	86 %ILE
MEDIAN	50 %ILE	63 %ILE	59 %ILE	59 %ILE	54 %ILE	50 %ILE	44 %ILE	54 %ILE	37 %ILE	37 %ILE	70 %ILE	76 %ILE	66 %ILE
1ST Q	25 %ILE	35 %ILE	31 %ILE	31 %ILE	28 %ILE	31 %ILE	26 %ILE	28 %ILE	21 %ILE	19 %ILE	44 %ILE	44 %ILE	44 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 3 SCHOOL: A.I.S.D.

READING TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED		3116	3116	3782	936	936	1108	629	629	757	1551	1551	1917
3RD Q	75 %ILE	84 %ILE	77 %ILE	76 %ILE	60 %ILE	59 %ILE	59 %ILE	66 %ILE	55 %ILE	55 %ILE	93 %ILE	85 %ILE	85 %ILE
MEDIAN	50 %ILE	58 %ILE	55 %ILE	53 %ILE	35 %ILE	35 %ILE	35 %ILE	40 %ILE	38 %ILE	35 %ILE	82 %ILE	74 %ILE	72 %ILE
1ST Q	25 %ILE	27 %ILE	30 %ILE	26 %ILE	13 %ILE	18 %ILE	18 %ILE	19 %ILE	17 %ILE	15 %ILE	58 %ILE	53 %ILE	50 %ILE

VOCABULARY

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED		3116	3116	3786	936	936	1111	629	629	757	1551	1551	1918
3RD Q	75 %ILE	78 %ILE	80 %ILE	75 %ILE	58 %ILE	59 %ILE	59 %ILE	61 %ILE	54 %ILE	54 %ILE	90 %ILE	86 %ILE	86 %ILE
MEDIAN	50 %ILE	58 %ILE	54 %ILE	54 %ILE	35 %ILE	37 %ILE	37 %ILE	38 %ILE	37 %ILE	37 %ILE	73 %ILE	75 %ILE	75 %ILE
1ST Q	25 %ILE	29 %ILE	32 %ILE	32 %ILE	16 %ILE	20 %ILE	16 %ILE	18 %ILE	20 %ILE	20 %ILE	58 %ILE	54 %ILE	51 %ILE

READING COMPREHENSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED		3116	3116	3785	936	936	1109	629	629	758	1551	1551	1918
3RD Q	75 %ILE	80 %ILE	76 %ILE	76 %ILE	63 %ILE	59 %ILE	59 %ILE	63 %ILE	59 %ILE	56 %ILE	86 %ILE	86 %ILE	86 %ILE
MEDIAN	50 %ILE	57 %ILE	53 %ILE	53 %ILE	37 %ILE	39 %ILE	39 %ILE	44 %ILE	37 %ILE	32 %ILE	78 %ILE	71 %ILE	71 %ILE
1ST Q	25 %ILE	32 %ILE	26 %ILE	26 %ILE	19 %ILE	19 %ILE	19 %ILE	25 %ILE	16 %ILE	16 %ILE	54 %ILE	48 %ILE	45 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 3 SCHOOL: A.I.S.D.

LANGUAGE TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED				3753			1097			742			1914
3RD Q	75 %ILE	%ILE	%ILE	85 %ILE	%ILE	%ILE	73 %ILE	%ILE	%ILE	72 %ILE	%ILE	%ILE	90 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	65 %ILE	%ILE	%ILE	51 %ILE	%ILE	%ILE	49 %ILE	%ILE	%ILE	78 %ILE
1ST Q	25 %ILE	%ILE	%ILE	38 %ILE	%ILE	%ILE	27 %ILE	%ILE	%ILE	21 %ILE	%ILE	%ILE	56 %ILE

SPELLING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED		3116	3116	3777	936	936	1105	629	629	753	1551	1551	1919
3RD Q	75 %ILE	82 %ILE	84 %ILE	84 %ILE	70 %ILE	74 %ILE	74 %ILE	75 %ILE	79 %ILE	79 %ILE	88 %ILE	88 %ILE	88 %ILE
MEDIAN	50 %ILE	59 %ILE	65 %ILE	65 %ILE	43 %ILE	49 %ILE	49 %ILE	47 %ILE	59 %ILE	54 %ILE	75 %ILE	74 %ILE	74 %ILE
1ST Q	25 %ILE	33 %ILE	35 %ILE	35 %ILE	20 %ILE	27 %ILE	25 %ILE	26 %ILE	30 %ILE	27 %ILE	47 %ILE	54 %ILE	49 %ILE

CAPITALIZATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED				3779			1109			752			1918
3RD Q	75 %ILE	%ILE	%ILE	81 %ILE	%ILE	%ILE	70 %ILE	%ILE	%ILE	70 %ILE	%ILE	%ILE	86 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	59 %ILE	%ILE	%ILE	47 %ILE	%ILE	%ILE	47 %ILE	%ILE	%ILE	70 %ILE
1ST Q	25 %ILE	%ILE	%ILE	33 %ILE	%ILE	%ILE	26 %ILE	%ILE	%ILE	23 %ILE	%ILE	%ILE	47 %ILE

PUNCTUATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED				3775			1104			753			1918
3RD Q	75 %ILE	%ILE	%ILE	90 %ILE	%ILE	%ILE	82 %ILE	%ILE	%ILE	82 %ILE	%ILE	%ILE	94 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	74 %ILE	%ILE	%ILE	62 %ILE	%ILE	%ILE	57 %ILE	%ILE	%ILE	85 %ILE
1ST Q	25 %ILE	%ILE	%ILE	44 %ILE	%ILE	%ILE	36 %ILE	%ILE	%ILE	28 %ILE	%ILE	%ILE	62 %ILE

USAGE

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED				3772			1105			751			1916
3RD Q	75 %ILE	%ILE	%ILE	77 %ILE	%ILE	%ILE	66 %ILE	%ILE	%ILE	60 %ILE	%ILE	%ILE	85 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	60 %ILE	%ILE	%ILE	43 %ILE	%ILE	%ILE	37 %ILE	%ILE	%ILE	74 %ILE
1ST Q	25 %ILE	%ILE	%ILE	33 %ILE	%ILE	%ILE	21 %ILE	%ILE	%ILE	15 %ILE	%ILE	%ILE	51 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 3 SCHOOL: A.I.S.D.

WORK-STUDY TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED				3768			1103			748			1917
3RD Q	75 %ILE	%ILE	%ILE	78 %ILE	%ILE	%ILE	62 %ILE	%ILE	%ILE	60 %ILE	%ILE	%ILE	88 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	54 %ILE	%ILE	%ILE	39 %ILE	%ILE	%ILE	36 %ILE	%ILE	%ILE	71 %ILE
1ST Q	25 %ILE	%ILE	%ILE	27 %ILE	%ILE	%ILE	22 %ILE	%ILE	%ILE	19 %ILE	%ILE	%ILE	45 %ILE

VISUAL MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED				3775			1106			750			1919
3RD Q	75 %ILE	%ILE	%ILE	79 %ILE	%ILE	%ILE	62 %ILE	%ILE	%ILE	56 %ILE	%ILE	%ILE	87 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	53 %ILE	%ILE	%ILE	39 %ILE	%ILE	%ILE	36 %ILE	%ILE	%ILE	70 %ILE
1ST Q	25 %ILE	%ILE	%ILE	28 %ILE	%ILE	%ILE	21 %ILE	%ILE	%ILE	21 %ILE	%ILE	%ILE	45 %ILE

REFERENCE MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED				3770			1104			749			1917
3RD Q	75 %ILE	%ILE	%ILE	78 %ILE	%ILE	%ILE	65 %ILE	%ILE	%ILE	59 %ILE	%ILE	%ILE	87 %ILE
MEDIAN	50 %ILE	%ILE	%ILE	53 %ILE	%ILE	%ILE	41 %ILE	%ILE	%ILE	38 %ILE	%ILE	%ILE	71 %ILE
1ST Q	25 %ILE	%ILE	%ILE	26 %ILE	%ILE	%ILE	18 %ILE	%ILE	%ILE	14 %ILE	%ILE	%ILE	41 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 3 SCHOOL: A.I.S.D.

MATH TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED		3116	3116	3769	936	936	1105	629	629	751	1551	1551	1913
3RD Q	75 %ILE	75 %ILE	78 %ILE	78 %ILE	59 %ILE	64 %ILE	61 %ILE	59 %ILE	58 %ILE	58 %ILE	84 %ILE	86 %ILE	86 %ILE
MEDIAN	50 %ILE	50 %ILE	54 %ILE	54 %ILE	36 %ILE	39 %ILE	35 %ILE	36 %ILE	35 %ILE	35 %ILE	67 %ILE	71 %ILE	68 %ILE
1ST Q	25 %ILE	27 %ILE	27 %ILE	23 %ILE	18 %ILE	16 %ILE	16 %ILE	18 %ILE	13 %ILE	13 %ILE	45 %ILE	47 %ILE	43 %ILE

MATH CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED		3116	3116	3775	936	936	1107	629	629	752	1551	1551	1916
3RD Q	75 %ILE	72 %ILE	80 %ILE	73 %ILE	58 %ILE	62 %ILE	62 %ILE	58 %ILE	56 %ILE	56 %ILE	82 %ILE	84 %ILE	84 %ILE
MEDIAN	50 %ILE	54 %ILE	56 %ILE	50 %ILE	34 %ILE	40 %ILE	40 %ILE	38 %ILE	33 %ILE	33 %ILE	68 %ILE	67 %ILE	67 %ILE
1ST Q	25 %ILE	30 %ILE	26 %ILE	23 %ILE	12 %ILE	17 %ILE	17 %ILE	15 %ILE	17 %ILE	12 %ILE	42 %ILE	50 %ILE	43 %ILE

MATH PROBLEMS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED		3116	3116	3775	936	936	1107	629	629	752	1551	1551	1916
3RD Q	75 %ILE	76 %ILE	77 %ILE	77 %ILE	60 %ILE	62 %ILE	62 %ILE	60 %ILE	56 %ILE	56 %ILE	87 %ILE	89 %ILE	89 %ILE
MEDIAN	50 %ILE	50 %ILE	56 %ILE	50 %ILE	43 %ILE	40 %ILE	40 %ILE	43 %ILE	34 %ILE	34 %ILE	66 %ILE	71 %ILE	65 %ILE
1ST Q	25 %ILE	24 %ILE	26 %ILE	26 %ILE	18 %ILE	21 %ILE	21 %ILE	18 %ILE	21 %ILE	15 %ILE	43 %ILE	46 %ILE	46 %ILE

MATH COMPUTATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81	GRADE 2 MATCHED 1979-80	GRADE 3 MATCHED 1980-81	GRADE 3 ALL 1980-81
# TESTED		3116	3116	3775	936	936	1106	629	629	753	1551	1551	1916
3RD Q	75 %ILE	80 %ILE	82 %ILE	79 %ILE	76 %ILE	71 %ILE	67 %ILE	59 %ILE	62 %ILE	62 %ILE	86 %ILE	87 %ILE	84 %ILE
MEDIAN	50 %ILE	59 %ILE	50 %ILE	44 %ILE	44 %ILE	37 %ILE	37 %ILE	37 %ILE	26 %ILE	26 %ILE	66 %ILE	67 %ILE	67 %ILE
1ST Q	25 %ILE	31 %ILE	19 %ILE	19 %ILE	26 %ILE	16 %ILE	16 %ILE	21 %ILE	13 %ILE	13 %ILE	37 %ILE	31 %ILE	26 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 4 SCHOOL: A.I.S.D.

READING TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3386	3386	4006	914	914	1050	651	651	751	1821	1821	2205
3RD Q	75 %ILE	77 %ILE	82 %ILE	80 %ILE	55 %ILE	58 %ILE	54 %ILE	55 %ILE	52 %ILE	52 %ILE	85 %ILE	90 %ILE	89 %ILE
MEDIAN	50 %ILE	55 %ILE	54 %ILE	54 %ILE	35 %ILE	33 %ILE	31 %ILE	33 %ILE	25 %ILE	25 %ILE	72 %ILE	74 %ILE	72 %ILE
1ST Q	25 %ILE	30 %ILE	25 %ILE	25 %ILE	18 %ILE	13 %ILE	12 %ILE	15 %ILE	12 %ILE	12 %ILE	53 %ILE	52 %ILE	47 %ILE

VOCABULARY

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3386	3386	4007	914	914	1050	651	651	751	1821	1821	2206
3RD Q	75 %ILE	80 %ILE	83 %ILE	83 %ILE	59 %ILE	58 %ILE	58 %ILE	54 %ILE	56 %ILE	56 %ILE	86 %ILE	90 %ILE	88 %ILE
MEDIAN	50 %ILE	59 %ILE	56 %ILE	56 %ILE	35 %ILE	37 %ILE	35 %ILE	35 %ILE	35 %ILE	32 %ILE	75 %ILE	72 %ILE	72 %ILE
1ST Q	25 %ILE	32 %ILE	32 %ILE	30 %ILE	16 %ILE	19 %ILE	17 %ILE	16 %ILE	17 %ILE	17 %ILE	54 %ILE	51 %ILE	51 %ILE

READING COMPREHENSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3386	3386	4006	914	914	1050	651	651	751	1821	1821	2205
3RD Q	75 %ILE	76 %ILE	79 %ILE	78 %ILE	56 %ILE	55 %ILE	55 %ILE	56 %ILE	53 %ILE	53 %ILE	86 %ILE	88 %ILE	88 %ILE
MEDIAN	50 %ILE	53 %ILE	53 %ILE	53 %ILE	37 %ILE	33 %ILE	33 %ILE	32 %ILE	29 %ILE	29 %ILE	71 %ILE	72 %ILE	70 %ILE
1ST Q	25 %ILE	29 %ILE	25 %ILE	25 %ILE	19 %ILE	14 %ILE	14 %ILE	16 %ILE	11 %ILE	11 %ILE	48 %ILE	50 %ILE	45 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 4 SCHOOL: A.I.S.D.

LANGUAGE TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3386	3386	3983	914	914	1042	651	651	746	1821	1821	2195
3RD Q	75 %ILE	83 %ILE	84 %ILE	83 %ILE	70 %ILE	68 %ILE	68 %ILE	70 %ILE	66 %ILE	66 %ILE	90 %ILE	91 %ILE	90 %ILE
MEDIAN	50 %ILE	65 %ILE	64 %ILE	62 %ILE	46 %ILE	49 %ILE	49 %ILE	46 %ILE	46 %ILE	44 %ILE	78 %ILE	76 %ILE	74 %ILE
1ST Q	25 %ILE	41 %ILE	39 %ILE	39 %ILE	24 %ILE	27 %ILE	26 %ILE	21 %ILE	26 %ILE	25 %ILE	59 %ILE	55 %ILE	53 %ILE

SPELLING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3386	3386	4004	914	914	1051	651	651	750	1821	1821	2203
3RD Q	75 %ILE	79 %ILE	79 %ILE	79 %ILE	69 %ILE	72 %ILE	72 %ILE	74 %ILE	72 %ILE	72 %ILE	84 %ILE	86 %ILE	85 %ILE
MEDIAN	50 %ILE	65 %ILE	62 %ILE	62 %ILE	44 %ILE	47 %ILE	42 %ILE	54 %ILE	51 %ILE	47 %ILE	74 %ILE	72 %ILE	72 %ILE
1ST Q	25 %ILE	35 %ILE	35 %ILE	33 %ILE	25 %ILE	23 %ILE	21 %ILE	25 %ILE	27 %ILE	25 %ILE	54 %ILE	47 %ILE	47 %ILE

CAPITALIZATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3383	3386	4004	914	914	1052	649	651	748	1820	1821	2204
3RD Q	75 %ILE	81 %ILE	80 %ILE	77 %ILE	70 %ILE	66 %ILE	66 %ILE	70 %ILE	66 %ILE	66 %ILE	89 %ILE	88 %ILE	88 %ILE
MEDIAN	50 %ILE	59 %ILE	57 %ILE	57 %ILE	41 %ILE	46 %ILE	46 %ILE	47 %ILE	39 %ILE	39 %ILE	70 %ILE	71 %ILE	68 %ILE
1ST Q	25 %ILE	33 %ILE	30 %ILE	30 %ILE	23 %ILE	22 %ILE	20 %ILE	18 %ILE	20 %ILE	20 %ILE	47 %ILE	46 %ILE	46 %ILE

PUNCTUATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3383	3386	3997	914	914	1048	649	651	750	1820	1821	2199
3RD Q	75 %ILE	90 %ILE	90 %ILE	87 %ILE	82 %ILE	78 %ILE	78 %ILE	79 %ILE	73 %ILE	73 %ILE	94 %ILE	95 %ILE	93 %ILE
MEDIAN	50 %ILE	74 %ILE	73 %ILE	71 %ILE	62 %ILE	62 %ILE	62 %ILE	52 %ILE	56 %ILE	51 %ILE	85 %ILE	82 %ILE	82 %ILE
1ST Q	25 %ILE	44 %ILE	47 %ILE	47 %ILE	28 %ILE	38 %ILE	34 %ILE	21 %ILE	34 %ILE	34 %ILE	62 %ILE	62 %ILE	60 %ILE

USAGE

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3383	3386	3995	914	914	1047	649	651	745	1820	1821	2199
3RD Q	75 %ILE	77 %ILE	80 %ILE	80 %ILE	60 %ILE	61 %ILE	61 %ILE	63 %ILE	56 %ILE	56 %ILE	85 %ILE	90 %ILE	90 %ILE
MEDIAN	50 %ILE	60 %ILE	60 %ILE	56 %ILE	43 %ILE	42 %ILE	42 %ILE	37 %ILE	39 %ILE	36 %ILE	74 %ILE	75 %ILE	75 %ILE
1ST Q	25 %ILE	33 %ILE	36 %ILE	34 %ILE	21 %ILE	22 %ILE	18 %ILE	15 %ILE	18 %ILE	18 %ILE	51 %ILE	56 %ILE	53 %ILE

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ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 4 SCHOOL: A.I.S.D.

WORK-STUDY TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3386	3386	3994	914	914	1045	651	651	750	1821	1821	2199
3RD Q	75 %ILE	80 %ILE	81 %ILE	81 %ILE	62 %ILE	63 %ILE	63 %ILE	57 %ILE	56 %ILE	54 %ILE	88 %ILE	90 %ILE	89 %ILE
MEDIAN	50 %ILE	57 %ILE	58 %ILE	58 %ILE	42 %ILE	41 %ILE	41 %ILE	36 %ILE	31 %ILE	31 %ILE	73 %ILE	75 %ILE	73 %ILE
1ST Q	25 %ILE	30 %ILE	31 %ILE	28 %ILE	19 %ILE	20 %ILE	20 %ILE	17 %ILE	16 %ILE	14 %ILE	51 %ILE	51 %ILE	51 %ILE

VISUAL MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3383	3386	3998	914	914	1048	649	651	750	1820	1821	2200
3RD Q	75 %ILE	79 %ILE	81 %ILE	81 %ILE	62 %ILE	60 %ILE	60 %ILE	53 %ILE	48 %ILE	48 %ILE	87 %ILE	90 %ILE	89 %ILE
MEDIAN	50 %ILE	56 %ILE	55 %ILE	55 %ILE	39 %ILE	38 %ILE	38 %ILE	33 %ILE	32 %ILE	32 %ILE	70 %ILE	71 %ILE	71 %ILE
1ST Q	25 %ILE	33 %ILE	32 %ILE	30 %ILE	21 %ILE	20 %ILE	18 %ILE	21 %ILE	17 %ILE	17 %ILE	48 %ILE	53 %ILE	48 %ILE

REFERENCE MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3383	3386	3994	914	914	1045	649	651	750	1820	1821	2199
3RD Q	75 %ILE	82 %ILE	82 %ILE	80 %ILE	65 %ILE	63 %ILE	63 %ILE	59 %ILE	61 %ILE	61 %ILE	87 %ILE	89 %ILE	89 %ILE
MEDIAN	50 %ILE	56 %ILE	55 %ILE	55 %ILE	41 %ILE	40 %ILE	37 %ILE	38 %ILE	35 %ILE	35 %ILE	71 %ILE	74 %ILE	72 %ILE
1ST Q	25 %ILE	29 %ILE	27 %ILE	27 %ILE	18 %ILE	19 %ILE	18 %ILE	18 %ILE	14 %ILE	12 %ILE	47 %ILE	50 %ILE	45 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 4 SCHOOL: A.I.S.D.

MATH TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3386	3386	3993	914	914	1047	651	651	749	1821	1821	2197
3RD Q	75 %ILE	78 %ILE	80 %ILE	77 %ILE	60 %ILE	57 %ILE	60 %ILE	54 %ILE	54 %ILE	54 %ILE	86 %ILE	88 %ILE	86 %ILE
MEDIAN	50 %ILE	54 %ILE	54 %ILE	54 %ILE	39 %ILE	38 %ILE	38 %ILE	31 %ILE	31 %ILE	31 %ILE	71 %ILE	69 %ILE	69 %ILE
1ST Q	25 %ILE	27 %ILE	28 %ILE	27 %ILE	20 %ILE	16 %ILE	13 %ILE	13 %ILE	11 %ILE	11 %ILE	47 %ILE	47 %ILE	44 %ILE

MATH CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3386	3386	3998	914	914	1049	651	651	750	1821	1821	2199
3RD Q	75 %ILE	80 %ILE	78 %ILE	78 %ILE	62 %ILE	57 %ILE	57 %ILE	56 %ILE	52 %ILE	57 %ILE	84 %ILE	85 %ILE	85 %ILE
MEDIAN	50 %ILE	56 %ILE	57 %ILE	52 %ILE	33 %ILE	35 %ILE	35 %ILE	33 %ILE	29 %ILE	29 %ILE	67 %ILE	67 %ILE	67 %ILE
1ST Q	25 %ILE	26 %ILE	26 %ILE	26 %ILE	17 %ILE	14 %ILE	14 %ILE	17 %ILE	10 %ILE	10 %ILE	50 %ILE	46 %ILE	46 %ILE

MATH PROBLEMS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3386	3386	3996	914	914	1048	651	651	750	1821	1821	2198
3RD Q	75 %ILE	77 %ILE	80 %ILE	80 %ILE	62 %ILE	55 %ILE	55 %ILE	56 %ILE	53 %ILE	53 %ILE	89 %ILE	90 %ILE	87 %ILE
MEDIAN	50 %ILE	56 %ILE	53 %ILE	53 %ILE	40 %ILE	36 %ILE	33 %ILE	34 %ILE	29 %ILE	29 %ILE	71 %ILE	67 %ILE	67 %ILE
1ST Q	25 %ILE	26 %ILE	29 %ILE	24 %ILE	21 %ILE	18 %ILE	18 %ILE	15 %ILE	12 %ILE	12 %ILE	46 %ILE	44 %ILE	44 %ILE

MATH COMPUTATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81	GRADE 3 MATCHED 1979-80	GRADE 4 MATCHED 1980-81	GRADE 4 ALL 1980-81
# TESTED		3386	3386	3997	914	914	1050	651	651	749	1821	1821	2198
3RD Q	75 %ILE	82 %ILE	81 %ILE	78 %ILE	67 %ILE	64 %ILE	64 %ILE	62 %ILE	64 %ILE	64 %ILE	87 %ILE	88 %ILE	86 %ILE
MEDIAN	50 %ILE	50 %ILE	49 %ILE	49 %ILE	37 %ILE	36 %ILE	36 %ILE	31 %ILE	32 %ILE	32 %ILE	71 %ILE	68 %ILE	68 %ILE
1ST Q	25 %ILE	22 %ILE	25 %ILE	25 %ILE	16 %ILE	14 %ILE	14 %ILE	13 %ILE	12 %ILE	10 %ILE	37 %ILE	32 %ILE	32 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 5 SCHOOL: A.I.S.D.

READING TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3808	823	823	933	566	566	647	1849	1849	2228
3RD Q	75 %ILE	83 %ILE	86 %ILE	84 %ILE	60 %ILE	63 %ILE	61 %ILE	47 %ILE	51 %ILE	51 %ILE	90 %ILE	93 %ILE	92 %ILE
MEDIAN	50 %ILE	58 %ILE	61 %ILE	59 %ILE	33 %ILE	37 %ILE	35 %ILE	25 %ILE	27 %ILE	25 %ILE	76 %ILE	78 %ILE	75 %ILE
1ST Q	25 %ILE	25 %ILE	27 %ILE	27 %ILE	13 %ILE	14 %ILE	12 %ILE	11 %ILE	11 %ILE	11 %ILE	52 %ILE	57 %ILE	51 %ILE

VOCABULARY

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3809	823	823	934	566	566	647	1849	1849	2228
3RD Q	75 %ILE	83 %ILE	84 %ILE	83 %ILE	58 %ILE	59 %ILE	57 %ILE	51 %ILE	52 %ILE	52 %ILE	92 %ILE	91 %ILE	91 %ILE
MEDIAN	50 %ILE	58 %ILE	59 %ILE	59 %ILE	37 %ILE	37 %ILE	37 %ILE	32 %ILE	33 %ILE	33 %ILE	77 %ILE	78 %ILE	74 %ILE
1ST Q	25 %ILE	32 %ILE	33 %ILE	31 %ILE	19 %ILE	19 %ILE	17 %ILE	19 %ILE	17 %ILE	16 %ILE	54 %ILE	57 %ILE	55 %ILE

READING COMPREHENSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3809	823	823	934	566	566	647	1849	1849	2228
3RD Q	75 %ILE	82 %ILE	83 %ILE	83 %ILE	60 %ILE	62 %ILE	62 %ILE	45 %ILE	49 %ILE	49 %ILE	90 %ILE	92 %ILE	91 %ILE
MEDIAN	50 %ILE	55 %ILE	60 %ILE	58 %ILE	33 %ILE	41 %ILE	37 %ILE	25 %ILE	29 %ILE	27 %ILE	74 %ILE	77 %ILE	73 %ILE
1ST Q	25 %ILE	25 %ILE	29 %ILE	29 %ILE	15 %ILE	15 %ILE	15 %ILE	11 %ILE	11 %ILE	11 %ILE	50 %ILE	56 %ILE	49 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 5 SCHOOL: A.I.S.D.

LANGUAGE TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3794	823	823	926	566	566	644	1849	1849	2224
3RD Q	75 %ILE	86 %ILE	87 %ILE	86 %ILE	66 %ILE	72 %ILE	69 %ILE	60 %ILE	67 %ILE	65 %ILE	92 %ILE	94 %ILE	92 %ILE
MEDIAN	50 %ILE	62 %ILE	67 %ILE	65 %ILE	44 %ILE	48 %ILE	46 %ILE	37 %ILE	40 %ILE	40 %ILE	76 %ILE	80 %ILE	79 %ILE
1ST Q	25 %ILE	35 %ILE	40 %ILE	38 %ILE	22 %ILE	26 %ILE	24 %ILE	18 %ILE	21 %ILE	19 %ILE	53 %ILE	59 %ILE	55 %ILE

SPELLING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3809	823	823	934	566	566	647	1849	1849	2228
3RD Q	75 %ILE	82 %ILE	85 %ILE	85 %ILE	72 %ILE	73 %ILE	73 %ILE	72 %ILE	73 %ILE	73 %ILE	88 %ILE	87 %ILE	87 %ILE
MEDIAN	50 %ILE	62 %ILE	61 %ILE	61 %ILE	42 %ILE	46 %ILE	46 %ILE	42 %ILE	46 %ILE	46 %ILE	72 %ILE	73 %ILE	68 %ILE
1ST Q	25 %ILE	33 %ILE	38 %ILE	34 %ILE	21 %ILE	24 %ILE	24 %ILE	24 %ILE	24 %ILE	24 %ILE	47 %ILE	50 %ILE	46 %ILE

CAPITALIZATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3807	823	823	933	566	566	646	1849	1849	2228
3RD Q	75 %ILE	80 %ILE	81 %ILE	81 %ILE	62 %ILE	66 %ILE	62 %ILE	57 %ILE	60 %ILE	58 %ILE	85 %ILE	91 %ILE	88 %ILE
MEDIAN	50 %ILE	53 %ILE	58 %ILE	55 %ILE	39 %ILE	41 %ILE	38 %ILE	35 %ILE	36 %ILE	36 %ILE	68 %ILE	73 %ILE	72 %ILE
1ST Q	25 %ILE	26 %ILE	30 %ILE	30 %ILE	18 %ILE	21 %ILE	19 %ILE	13 %ILE	16 %ILE	16 %ILE	41 %ILE	47 %ILE	41 %ILE

PUNCTUATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3807	823	823	931	566	566	648	1849	1849	2228
3RD Q	75 %ILE	89 %ILE	92 %ILE	90 %ILE	73 %ILE	75 %ILE	79 %ILE	68 %ILE	74 %ILE	74 %ILE	95 %ILE	96 %ILE	95 %ILE
MEDIAN	50 %ILE	68 %ILE	74 %ILE	74 %ILE	49 %ILE	59 %ILE	55 %ILE	42 %ILE	50 %ILE	48 %ILE	82 %ILE	87 %ILE	83 %ILE
1ST Q	25 %ILE	38 %ILE	44 %ILE	44 %ILE	30 %ILE	31 %ILE	30 %ILE	22 %ILE	26 %ILE	23 %ILE	56 %ILE	64 %ILE	59 %ILE

USAGE

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3806	823	823	929	566	566	649	1849	1849	2228
3RD Q	75 %ILE	84 %ILE	85 %ILE	83 %ILE	61 %ILE	64 %ILE	61 %ILE	53 %ILE	59 %ILE	55 %ILE	93 %ILE	93 %ILE	91 %ILE
MEDIAN	50 %ILE	61 %ILE	64 %ILE	61 %ILE	39 %ILE	43 %ILE	43 %ILE	34 %ILE	36 %ILE	35 %ILE	76 %ILE	79 %ILE	74 %ILE
1ST Q	25 %ILE	34 %ILE	36 %ILE	35 %ILE	22 %ILE	24 %ILE	24 %ILE	13 %ILE	17 %ILE	16 %ILE	56 %ILE	60 %ILE	55 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 5 SCHOOL: A.I.S.D.

WORK-STUDY TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3806	823	823	930	566	566	649	1849	1849	2227
3RD Q	75 %ILE	85 %ILE	87 %ILE	85 %ILE	63 %ILE	68 %ILE	66 %ILE	54 %ILE	57 %ILE	57 %ILE	92 %ILE	93 %ILE	92 %ILE
MEDIAN	50 %ILE	58 %ILE	64 %ILE	62 %ILE	43 %ILE	44 %ILE	44 %ILE	31 %ILE	35 %ILE	33 %ILE	75 %ILE	79 %ILE	77 %ILE
1ST Q	25 %ILE	31 %ILE	35 %ILE	35 %ILE	22 %ILE	20 %ILE	20 %ILE	14 %ILE	13 %ILE	11 %ILE	51 %ILE	57 %ILE	53 %ILE

VISUAL MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3806	823	823	930	566	566	649	1849	1849	2227
3RD Q	75 %ILE	81 %ILE	84 %ILE	83 %ILE	60 %ILE	63 %ILE	63 %ILE	48 %ILE	54 %ILE	54 %ILE	90 %ILE	91 %ILE	90 %ILE
MEDIAN	50 %ILE	55 %ILE	63 %ILE	58 %ILE	38 %ILE	41 %ILE	41 %ILE	28 %ILE	32 %ILE	32 %ILE	73 %ILE	78 %ILE	75 %ILE
1ST Q	25 %ILE	32 %ILE	32 %ILE	32 %ILE	20 %ILE	21 %ILE	18 %ILE	13 %ILE	15 %ILE	14 %ILE	50 %ILE	54 %ILE	50 %ILE

REFERENCE MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3807	823	823	930	566	566	649	1849	1849	2228
3RD Q	75 %ILE	83 %ILE	86 %ILE	85 %ILE	68 %ILE	69 %ILE	69 %ILE	55 %ILE	60 %ILE	60 %ILE	91 %ILE	94 %ILE	92 %ILE
MEDIAN	50 %ILE	61 %ILE	62 %ILE	62 %ILE	42 %ILE	47 %ILE	47 %ILE	35 %ILE	36 %ILE	36 %ILE	74 %ILE	78 %ILE	75 %ILE
1ST Q	25 %ILE	30 %ILE	34 %ILE	32 %ILE	20 %ILE	22 %ILE	19 %ILE	14 %ILE	14 %ILE	14 %ILE	46 %ILE	54 %ILE	49 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 5 SCHOOL: A.I.S.D.

MATH TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3797	823	823	926	566	566	648	1849	1849	2223
3RD Q	75 %ILE	82 %ILE	84 %ILE	82 %ILE	60 %ILE	60 %ILE	60 %ILE	50 %ILE	53 %ILE	53 %ILE	90 %ILE	92 %ILE	91 %ILE
MEDIAN	50 %ILE	57 %ILE	58 %ILE	55 %ILE	41 %ILE	39 %ILE	39 %ILE	28 %ILE	31 %ILE	31 %ILE	74 %ILE	76 %ILE	73 %ILE
1ST Q	25 %ILE	28 %ILE	31 %ILE	31 %ILE	19 %ILE	16 %ILE	16 %ILE	11 %ILE	9 %ILE	9 %ILE	50 %ILE	50 %ILE	48 %ILE

MATH CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3798	823	823	926	566	566	649	1849	1849	2223
3RD Q	75 %ILE	82 %ILE	82 %ILE	82 %ILE	62 %ILE	58 %ILE	58 %ILE	52 %ILE	49 %ILE	49 %ILE	88 %ILE	90 %ILE	90 %ILE
MEDIAN	50 %ILE	57 %ILE	58 %ILE	56 %ILE	35 %ILE	36 %ILE	36 %ILE	29 %ILE	31 %ILE	26 %ILE	71 %ILE	75 %ILE	71 %ILE
1ST Q	25 %ILE	29 %ILE	31 %ILE	31 %ILE	17 %ILE	18 %ILE	18 %ILE	12 %ILE	11 %ILE	11 %ILE	52 %ILE	53 %ILE	49 %ILE

MATH PROBLEMS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3797	823	823	926	566	566	648	1849	1849	2223
3RD Q	75 %ILE	84 %ILE	83 %ILE	83 %ILE	61 %ILE	60 %ILE	58 %ILE	47 %ILE	47 %ILE	47 %ILE	91 %ILE	91 %ILE	90 %ILE
MEDIAN	50 %ILE	55 %ILE	58 %ILE	58 %ILE	36 %ILE	38 %ILE	38 %ILE	29 %ILE	29 %ILE	25 %ILE	72 %ILE	72 %ILE	72 %ILE
1ST Q	25 %ILE	29 %ILE	29 %ILE	29 %ILE	18 %ILE	17 %ILE	17 %ILE	12 %ILE	14 %ILE	14 %ILE	47 %ILE	47 %ILE	47 %ILE

MATH COMPUTATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81	GRADE 4 MATCHED 1979-80	GRADE 5 MATCHED 1980-81	GRADE 5 ALL 1980-81
# TESTED		3238	3238	3801	823	823	928	566	566	649	1849	1849	2224
3RD Q	75 %ILE	86 %ILE	88 %ILE	86 %ILE	72 %ILE	70 %ILE	70 %ILE	64 %ILE	67 %ILE	67 %ILE	90 %ILE	96 %ILE	93 %ILE
MEDIAN	50 %ILE	59 %ILE	60 %ILE	56 %ILE	40 %ILE	41 %ILE	38 %ILE	32 %ILE	31 %ILE	31 %ILE	75 %ILE	73 %ILE	73 %ILE
1ST Q	25 %ILE	25 %ILE	28 %ILE	25 %ILE	16 %ILE	18 %ILE	16 %ILE	12 %ILE	12 %ILE	12 %ILE	40 %ILE	44 %ILE	41 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 6 SCHOOL: A.I.S.D.

READING TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3095	3095	3558	779	779	884	539	539	608	1777	1777	2066
3RD Q	75 %ILE	81 %ILE	82 %ILE	81 %ILE	53 %ILE	59 %ILE	57 %ILE	49 %ILE	50 %ILE	50 %ILE	90 %ILE	91 %ILE	90 %ILE
MEDIAN	50 %ILE	57 %ILE	59 %ILE	57 %ILE	33 %ILE	32 %ILE	32 %ILE	27 %ILE	28 %ILE	28 %ILE	74 %ILE	76 %ILE	74 %ILE
1ST Q	25 %ILE	25 %ILE	28 %ILE	27 %ILE	14 %ILE	14 %ILE	13 %ILE	12 %ILE	12 %ILE	12 %ILE	49 %ILE	52 %ILE	50 %ILE

VOCABULARY

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3095	3095	3558	779	779	884	539	539	608	1777	1777	2066
3RD Q	75 %ILE	81 %ILE	82 %ILE	82 %ILE	55 %ILE	54 %ILE	54 %ILE	50 %ILE	50 %ILE	49 %ILE	90 %ILE	91 %ILE	91 %ILE
MEDIAN	50 %ILE	57 %ILE	56 %ILE	56 %ILE	37 %ILE	35 %ILE	34 %ILE	33 %ILE	30 %ILE	30 %ILE	74 %ILE	72 %ILE	72 %ILE
1ST Q	25 %ILE	31 %ILE	32 %ILE	29 %ILE	17 %ILE	16 %ILE	16 %ILE	14 %ILE	16 %ILE	16 %ILE	52 %ILE	54 %ILE	50 %ILE

READING COMPREHENSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3095	3095	3559	779	779	884	539	539	609	1777	1777	2066
3RD Q	75 %ILE	78 %ILE	82 %ILE	82 %ILE	58 %ILE	60 %ILE	60 %ILE	49 %ILE	54 %ILE	54 %ILE	89 %ILE	91 %ILE	89 %ILE
MEDIAN	50 %ILE	56 %ILE	58 %ILE	58 %ILE	35 %ILE	36 %ILE	36 %ILE	29 %ILE	30 %ILE	30 %ILE	71 %ILE	74 %ILE	72 %ILE
1ST Q	25 %ILE	27 %ILE	30 %ILE	30 %ILE	15 %ILE	[illegible] %ILE	18 %ILE	11 %ILE	14 %ILE	15 %ILE	47 %ILE	50 %ILE	48 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 6 SCHOOL: A.I.S.D.

LANGUAGE TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3095	3095	3541	779	779	876	539	539	605	1777	1777	2060
3RD Q	75 %ILE	83 %ILE	85 %ILE	84 %ILE	63 %ILE	65 %ILE	65 %ILE	61 %ILE	63 %ILE	61 %ILE	91 %ILE	93 %ILE	92 %ILE
MEDIAN	50 %ILE	59 %ILE	61 %ILE	61 %ILE	40 %ILE	44 %ILE	42 %ILE	40 %ILE	41 %ILE	41 %ILE	76 %ILE	75 %ILE	75 %ILE
1ST Q	25 %ILE	34 %ILE	38 %ILE	36 %ILE	19 %ILE	21 %ILE	21 %ILE	17 %ILE	20 %ILE	18 %ILE	52 %ILE	54 %ILE	52 %ILE

SPELLING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3095	3095	3554	779	779	882	539	539	608	1777	1777	2064
3RD Q	75 %ILE	81 %ILE	80 %ILE	80 %ILE	65 %ILE	70 %ILE	70 %ILE	76 %ILE	73 %ILE	70 %ILE	85 %ILE	86 %ILE	86 %ILE
MEDIAN	50 %ILE	61 %ILE	60 %ILE	58 %ILE	42 %ILE	46 %ILE	46 %ILE	46 %ILE	50 %ILE	50 %ILE	68 %ILE	70 %ILE	66 %ILE
1ST Q	25 %ILE	32 %ILE	35 %ILE	34 %ILE	21 %ILE	25 %ILE	22 %ILE	21 %ILE	26 %ILE	25 %ILE	46 %ILE	46 %ILE	43 %ILE

CAPITALIZATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3094	3095	3556	779	779	882	538	539	609	1777	1777	2065
3RD Q	75 %ILE	77 %ILE	80 %ILE	80 %ILE	55 %ILE	63 %ILE	63 %ILE	55 %ILE	59 %ILE	59 %ILE	84 %ILE	89 %ILE	87 %ILE
MEDIAN	50 %ILE	47 %ILE	59 %ILE	59 %ILE	32 %ILE	38 %ILE	38 %ILE	30 %ILE	34 %ILE	34 %ILE	69 %ILE	73 %ILE	67 %ILE
1ST Q	25 %ILE	24 %ILE	28 %ILE	28 %ILE	16 %ILE	19 %ILE	19 %ILE	16 %ILE	15 %ILE	15 %ILE	36 %ILE	48 %ILE	45 %ILE

PUNCTUATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3094	3095	3559	779	779	882	538	539	608	1777	1777	2069
3RD Q	75 %ILE	87 %ILE	89 %ILE	86 %ILE	74 %ILE	72 %ILE	72 %ILE	64 %ILE	68 %ILE	68 %ILE	93 %ILE	94 %ILE	93 %ILE
MEDIAN	50 %ILE	64 %ILE	68 %ILE	65 %ILE	48 %ILE	51 %ILE	51 %ILE	44 %ILE	46 %ILE	46 %ILE	79 %ILE	81 %ILE	77 %ILE
1ST Q	25 %ILE	40 %ILE	43 %ILE	41 %ILE	26 %ILE	29 %ILE	29 %ILE	21 %ILE	26 %ILE	26 %ILE	59 %ILE	59 %ILE	59 %ILE

USAGE

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3094	3095	3560	779	779	883	538	539	608	1777	1777	2069
3RD Q	75 %ILE	83 %ILE	84 %ILE	81 %ILE	61 %ILE	60 %ILE	60 %ILE	55 %ILE	56 %ILE	56 %ILE	91 %ILE	89 %ILE	89 %ILE
MEDIAN	50 %ILE	60 %ILE	60 %ILE	60 %ILE	40 %ILE	42 %ILE	41 %ILE	35 %ILE	34 %ILE	34 %ILE	74 %ILE	74 %ILE	74 %ILE
1ST Q	25 %ILE	32 %ILE	34 %ILE	34 %ILE	21 %ILE	20 %ILE	20 %ILE	16 %ILE	17 %ILE	17 %ILE	55 %ILE	56 %ILE	56 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 6 SCHOOL: A.I.S.D.

WORK-STUDY TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3095	3095	3559	779	779	883	539	539	607	1777	1777	2069
3RD Q	75 %ILE	80 %ILE	82 %ILE	81 %ILE	62 %ILE	62 %ILE	62 %ILE	55 %ILE	52 %ILE	52 %ILE	89 %ILE	92 %ILE	91 %ILE
MEDIAN	50 %ILE	60 %ILE	58 %ILE	58 %ILE	42 %ILE	41 %ILE	41 %ILE	35 %ILE	29 %ILE	29 %ILE	72 %ILE	74 %ILE	71 %ILE
1ST Q	25 %ILE	33 %ILE	30 %ILE	29 %ILE	20 %ILE	18 %ILE	18 %ILE	14 %ILE	13 %ILE	13 %ILE	53 %ILE	49 %ILE	47 %ILE

VISUAL MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3094	3095	3560	779	779	883	538	539	607	1777	1777	2070
3RD Q	75 %ILE	78 %ILE	80 %ILE	80 %ILE	58 %ILE	62 %ILE	60 %ILE	50 %ILE	48 %ILE	48 %ILE	86 %ILE	91 %ILE	91 %ILE
MEDIAN	50 %ILE	54 %ILE	53 %ILE	53 %ILE	37 %ILE	37 %ILE	37 %ILE	30 %ILE	23 %ILE	23 %ILE	71 %ILE	70 %ILE	70 %ILE
1ST Q	25 %ILE	30 %ILE	25 %ILE	23 %ILE	18 %ILE	17 %ILE	17 %ILE	14 %ILE	13 %ILE	13 %ILE	45 %ILE	46 %ILE	42 %ILE

REFERENCE MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3094	3095	3560	779	779	883	538	539	608	1777	1777	2069
3RD Q	75 %ILE	82 %ILE	80 %ILE	80 %ILE	64 %ILE	63 %ILE	63 %ILE	62 %ILE	55 %ILE	53 %ILE	92 %ILE	91 %ILE	90 %ILE
MEDIAN	50 %ILE	60 %ILE	55 %ILE	55 %ILE	45 %ILE	42 %ILE	42 %ILE	39 %ILE	34 %ILE	34 %ILE	71 %ILE	74 %ILE	70 %ILE
1ST Q	25 %ILE	34 %ILE	33 %ILE	33 %ILE	24 %ILE	26 %ILE	26 %ILE	19 %ILE	19 %ILE	19 %ILE	49 %ILE	50 %ILE	50 %ILE

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ACHIEVEMENT PROFILE:  IOWA TESTS OF BASIC SKILLS      APRIL, 1981   GRADE: 6   SCHOOL: A.I.S.D.

                                                    MATH TOTAL

         |NATIONAL |     ALL ETHNIC GROUPS        |      HISPANIC STUDENTS       |       BLACK STUDENTS         | ANGLO AND OTHER STUDENTS     |
         |  NORM   |                              |                              |                              |                              |
         |         | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    |
         |         | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      |
         |         | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    |
# TESTED |         |   3095     3095     3558    |   779      779      884      |   539      539      610      |   1777     1777     2064     |
   3RD Q | 75 %ILE | 80 %ILE  82 %ILE  82 %ILE    | 58 %ILE  63 %ILE  63 %ILE    | 53 %ILE  54 %ILE  54 %ILE    | 91 %ILE  92 %ILE  91 %ILE    |
  MEDIAN | 50 %ILE | 55 %ILE  59 %ILE  59 %ILE    | 39 %ILE  38 %ILE  38 %ILE    | 28 %ILE  29 %ILE  29 %ILE    | 71 %ILE  74 %ILE  72 %ILE    |
   1ST Q | 25 %ILE | 30 %ILE  29 %ILE  29 %ILE    | 18 %ILE  18 %ILE  16 %ILE    | 11 %ILE  10 %ILE  10 %ILE    | 48 %ILE  51 %ILE  48 %ILE    |

                                                    MATH CONCEPTS

         |NATIONAL |     ALL ETHNIC GROUPS        |      HISPANIC STUDENTS       |       BLACK STUDENTS         | ANGLO AND OTHER STUDENTS     |
         |  NORM   |                              |                              |                              |                              |
         |         | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    |
         |         | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      |
         |         | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    |
# TESTED |         |   3095     3095     3561    |   779      779      885      |   539      539      610      |   1777     1777     2066     |
   3RD Q | 75 %ILE | 79 %ILE  82 %ILE  82 %ILE    | 54 %ILE  63 %ILE  63 %ILE    | 49 %ILE  53 %ILE  53 %ILE    | 89 %ILE  90 %ILE  90 %ILE    |
  MEDIAN | 50 %ILE | 49 %ILE  61 %ILE  57 %ILE    | 36 %ILE  33 %ILE  33 %ILE    | 31 %ILE  29 %ILE  29 %ILE    | 71 %ILE  72 %ILE  72 %ILE    |
   1ST Q | 25 %ILE | 26 %ILE  29 %ILE  27 %ILE    | 18 %ILE  17 %ILE  16 %ILE    | 11 %ILE  14 %ILE  13 %ILE    | 44 %ILE  53 %ILE  49 %ILE    |

                                                    MATH PROBLEMS

         |NATIONAL |     ALL ETHNIC GROUPS        |      HISPANIC STUDENTS       |       BLACK STUDENTS         | ANGLO AND OTHER STUDENTS     |
         |  NORM   |                              |                              |                              |                              |
         |         | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    |
         |         | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      |
         |         | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    |
# TESTED |         |   3095     3095     3561    |   779      779      884      |   539      539      611      |   1777     1777     2066     |
   3RD Q | 75 %ILE | 79 %ILE  80 %ILE  80 %ILE    | 58 %ILE  59 %ILE  59 %ILE    | 47 %ILE  48 %ILE  48 %ILE    | 90 %ILE  89 %ILE  89 %ILE    |
  MEDIAN | 50 %ILE | 52 %ILE  52 %ILE  52 %ILE    | 38 %ILE  39 %ILE  39 %ILE    | 29 %ILE  21 %ILE  21 %ILE    | 72 %ILE  70 %ILE  65 %ILE    |
   1ST Q | 25 %ILE | 29 %ILE  28 %ILE  26 %ILE    | 18 %ILE  18 %ILE  19 %ILE    | 12 %ILE  12 %ILE  12 %ILE    | 47 %ILE  46 %ILE  44 %ILE    |

                                                    MATH COMPUTATION

         |NATIONAL |     ALL ETHNIC GROUPS        |      HISPANIC STUDENTS       |       BLACK STUDENTS         | ANGLO AND OTHER STUDENTS     |
         |  NORM   |                              |                              |                              |                              |
         |         | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    | GRADE 5  GRADE 6  GRADE 6    |
         |         | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      | MATCHED  MATCHED    ALL      |
         |         | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    | 1979-80  1980-81  1980-81    |
# TESTED |         |   3095     3095     3561    |   779      779      885      |   539      539   [illegible] |   1777     1777     2065     |
   3RD Q | 75 %ILE | 86 %ILE  86 %ILE  86 %ILE    | 70 %ILE  74 %ILE  74 %ILE    | 70 %ILE  68 %ILE  68 %ILE    | 93 %ILE  93 %ILE  93 %ILE    |
  MEDIAN | 50 %ILE | 56 %ILE  58 %ILE  58 %ILE    | 41 %ILE  43 %ILE  43 %ILE    | 34 %ILE  37 %ILE  37 %ILE    | 70 %ILE  74 %ILE  74 %ILE    |
   1ST Q | 25 %ILE | 28 %ILE  29 %ILE  29 %ILE    | 20 %ILE  21 %ILE  19 %ILE    | 14 %ILE  16 %ILE  17 %ILE    | 38 %ILE  46 %ILE  43 %ILE    |
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ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS FEBRUARY, 1981 GRADE: 7 SCHOOL: A.I.S.D.

READING TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3714	806	806	938	527	527	613	1788	1788	2163
3RD Q	75 %ILE	79 %ILE	79 %ILE	79 %ILE	51 %ILE	52 %ILE	50 %ILE	42 %ILE	48 %ILE	45 %ILE	87 %ILE	87 %ILE	87 %ILE
MEDIAN	50 %ILE	52 %ILE	54 %ILE	52 %ILE	25 %ILE	30 %ILE	30 %ILE	20 %ILE	27 %ILE	27 %ILE	70 %ILE	72 %ILE	71 %ILE
1ST Q	25 %ILE	20 %ILE	27 %ILE	24 %ILE	9 %ILE	15 %ILE	14 %ILE	7 %ILE	12 %ILE	11 %ILE	46 %ILE	50 %ILE	50 %ILE

VOCABULARY

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3715	806	806	939	527	527	613	1788	1788	2164
3RD Q	75 %ILE	77 %ILE	81 %ILE	81 %ILE	49 %ILE	55 %ILE	55 %ILE	45 %ILE	49 %ILE	49 %ILE	87 %ILE	88 %ILE	88 %ILE
MEDIAN	50 %ILE	50 %ILE	55 %ILE	55 %ILE	27 %ILE	33 %ILE	30 %ILE	23 %ILE	30 %ILE	27 %ILE	68 %ILE	75 %ILE	72 %ILE
1ST Q	25 %ILE	23 %ILE	27 %ILE	27 %ILE	11 %ILE	17 %ILE	17 %ILE	9 %ILE	17 %ILE	14 %ILE	49 %ILE	53 %ILE	49 %ILE

READING COMPREHENSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3717	806	806	938	527	527	614	1788	1788	2165
3RD Q	75 %ILE	76 %ILE	78 %ILE	76 %ILE	54 %ILE	55 %ILE	55 %ILE	43 %ILE	50 %ILE	50 %ILE	87 %ILE	88 %ILE	86 %ILE
MEDIAN	50 %ILE	50 %ILE	55 %ILE	52 %ILE	30 %ILE	34 %ILE	34 %ILE	23 %ILE	30 %ILE	30 %ILE	67 %ILE	69 %ILE	67 %ILE
1ST Q	25 %ILE	23 %ILE	30 %ILE	27 %ILE	14 %ILE	18 %ILE	16 %ILE	9 %ILE	13 %ILE	13 %ILE	42 %ILE	47 %ILE	47 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS FEBRUARY, 1981 GRADE: 7 SCHOOL: A.I.S.D.

LANGUAGE TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3685	806	806	927	527	527	609	1788	1788	2149
3RD Q	75 %ILE	78 %ILE	81 %ILE	81 %ILE	56 %ILE	62 %ILE	62 %ILE	51 %ILE	56 %ILE	56 %ILE	87 %ILE	89 %ILE	88 %ILE
MEDIAN	50 %ILE	52 %ILE	59 %ILE	57 %ILE	34 %ILE	39 %ILE	39 %ILE	31 %ILE	37 %ILE	35 %ILE	68 %ILE	73 %ILE	71 %ILE
1ST Q	25 %ILE	28 %ILE	34 %ILE	33 %ILE	17 %ILE	21 %ILE	20 %ILE	13 %ILE	20 %ILE	18 %ILE	44 %ILE	51 %ILE	50 %ILE

SPELLING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3713	806	806	935	527	527	614	1788	1788	2164
3RD Q	75 %ILE	76 %ILE	78 %ILE	76 %ILE	62 %ILE	65 %ILE	65 %ILE	62 %ILE	65 %ILE	62 %ILE	83 %ILE	83 %ILE	83 %ILE
MEDIAN	50 %ILE	53 %ILE	56 %ILE	56 %ILE	38 %ILE	43 %ILE	43 %ILE	38 %ILE	43 %ILE	40 %ILE	62 %ILE	65 %ILE	65 %ILE
1ST Q	25 %ILE	28 %ILE	31 %ILE	31 %ILE	17 %ILE	22 %ILE	22 %ILE	17 %ILE	22 %ILE	19 %ILE	38 %ILE	43 %ILE	40 %ILE

CAPITALIZATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3715	806	806	936	527	527	614	1788	1788	2165
3RD Q	75 %ILE	73 %ILE	81 %ILE	81 %ILE	52 %ILE	62 %ILE	62 %ILE	48 %ILE	57 %ILE	57 %ILE	83 %ILE	87 %ILE	84 %ILE
MEDIAN	50 %ILE	47 %ILE	57 %ILE	52 %ILE	29 %ILE	35 %ILE	35 %ILE	23 %ILE	35 %ILE	35 %ILE	59 %ILE	71 %ILE	65 %ILE
1ST Q	25 %ILE	19 %ILE	29 %ILE	24 %ILE	13 %ILE	16 %ILE	16 %ILE	10 %ILE	16 %ILE	16 %ILE	34 %ILE	41 %ILE	41 %ILE

PUNCTUATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3714	806	806	940	527	527	613	1788	1788	2161
3RD Q	75 %ILE	83 %ILE	85 %ILE	85 %ILE	63 %ILE	69 %ILE	64 %ILE	59 %ILE	60 %ILE	60 %ILE	90 %ILE	91 %ILE	88 %ILE
MEDIAN	50 %ILE	59 %ILE	64 %ILE	64 %ILE	43 %ILE	47 %ILE	47 %ILE	38 %ILE	43 %ILE	38 %ILE	72 %ILE	77 %ILE	77 %ILE
1ST Q	25 %ILE	33 %ILE	38 %ILE	38 %ILE	25 %ILE	30 %ILE	25 %ILE	19 %ILE	25 %ILE	25 %ILE	48 %ILE	56 %ILE	56 %ILE

USAGE

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3717	806	806	940	527	527	614	1788	1788	2163
3RD Q	75 %ILE	79 %ILE	83 %ILE	83 %ILE	56 %ILE	59 %ILE	59 %ILE	51 %ILE	54 %ILE	54 %ILE	89 %ILE	86 %ILE	86 %ILE
MEDIAN	50 %ILE	56 %ILE	59 %ILE	59 %ILE	34 %ILE	38 %ILE	38 %ILE	27 %ILE	34 %ILE	34 %ILE	70 %ILE	73 %ILE	73 %ILE
1ST Q	25 %ILE	27 %ILE	34 %ILE	29 %ILE	17 %ILE	22 %ILE	19 %ILE	11 %ILE	16 %ILE	16 %ILE	47 %ILE	54 %ILE	50 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS FEBRUARY, 1981 GRADE: 7 SCHOOL: A.I.S.D.

WORK-STUDY TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3711	806	806	937	527	527	614	1788	1788	2160
3RD Q	75 %ILE	78 %ILE	78 %ILE	77 %ILE	57 %ILE	58 %ILE	56 %ILE	47 %ILE	50 %ILE	50 %ILE	88 %ILE	87 %ILE	85 %ILE
MEDIAN	50 %ILE	52 %ILE	53 %ILE	52 %ILE	30 %ILE	35 %ILE	33 %ILE	29 %ILE	30 %ILE	29 %ILE	68 %ILE	71 %ILE	69 %ILE
1ST Q	25 %ILE	23 %ILE	27 %ILE	26 %ILE	13 %ILE	16 %ILE	16 %ILE	12 %ILE	14 %ILE	14 %ILE	41 %ILE	46 %ILE	43 %ILE

VISUAL MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3715	806	806	937	527	527	614	1788	1788	2164
3RD Q	75 %ILE	74 %ILE	80 %ILE	80 %ILE	53 %ILE	60 %ILE	60 %ILE	46 %ILE	52 %ILE	52 %ILE	85 %ILE	89 %ILE	88 %ILE
MEDIAN	50 %ILE	48 %ILE	57 %ILE	57 %ILE	30 %ILE	42 %ILE	35 %ILE	23 %ILE	35 %ILE	29 %ILE	62 %ILE	71 %ILE	71 %ILE
1ST Q	25 %ILE	22 %ILE	29 %ILE	29 %ILE	14 %ILE	18 %ILE	18 %ILE	10 %ILE	14 %ILE	14 %ILE	37 %ILE	47 %ILE	42 %ILE

REFERENCE MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3713	806	806	939	527	527	614	1788	1788	2160
3RD Q	75 %ILE	77 %ILE	78 %ILE	78 %ILE	55 %ILE	59 %ILE	59 %ILE	51 %ILE	55 %ILE	52 %ILE	89 %ILE	85 %ILE	82 %ILE
MEDIAN	50 %ILE	51 %ILE	55 %ILE	55 %ILE	34 %ILE	37 %ILE	37 %ILE	33 %ILE	32 %ILE	32 %ILE	66 %ILE	69 %ILE	69 %ILE
1ST Q	25 %ILE	26 %ILE	29 %ILE	26 %ILE	17 %ILE	20 %ILE	16 %ILE	15 %ILE	16 %ILE	16 %ILE	42 %ILE	43 %ILE	43 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS FEBRUARY, 1981 GRADE: 7 SCHOOL: A.I.S.D.

MATH TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3697	806	806	935	527	527	607	1788	1788	2155
3RD Q	75 %ILE	80 %ILE	80 %ILE	78 %ILE	61 %ILE	62 %ILE	59 %ILE	51 %ILE	53 %ILE	51 %ILE	90 %ILE	88 %ILE	87 %ILE
MEDIAN	50 %ILE	54 %ILE	57 %ILE	55 %ILE	34 %ILE	38 %ILE	36 %ILE	26 %ILE	32 %ILE	30 %ILE	72 %ILE	71 %ILE	71 %ILE
1ST Q	25 %ILE	24 %ILE	30 %ILE	28 %ILE	12 %ILE	19 %ILE	17 %ILE	9 %ILE	14 %ILE	12 %ILE	45 %ILE	47 %ILE	45 %ILE

MATH CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3701	806	806	936	527	527	607	1788	1788	2158
3RD Q	75 %ILE	79 %ILE	80 %ILE	80 %ILE	57 %ILE	61 %ILE	61 %ILE	49 %ILE	58 %ILE	58 %ILE	90 %ILE	89 %ILE	89 %ILE
MEDIAN	50 %ILE	55 %ILE	61 %ILE	58 %ILE	29 %ILE	40 %ILE	40 %ILE	25 %ILE	30 %ILE	30 %ILE	70 %ILE	76 %ILE	73 %ILE
1ST Q	25 %ILE	25 %ILE	30 %ILE	30 %ILE	13 %ILE	22 %ILE	17 %ILE	9 %ILE	17 %ILE	17 %ILE	49 %ILE	50 %ILE	50 %ILE

MATH PROBLEMS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3701	806	806	937	527	527	608	1788	1788	2156
3RD Q	75 %ILE	78 %ILE	78 %ILE	78 %ILE	54 %ILE	62 %ILE	58 %ILE	44 %ILE	48 %ILE	48 %ILE	87 %ILE	88 %ILE	83 %ILE
MEDIAN	50 %ILE	48 %ILE	54 %ILE	54 %ILE	31 %ILE	41 %ILE	41 %ILE	26 %ILE	26 %ILE	26 %ILE	65 %ILE	70 %ILE	66 %ILE
1ST Q	25 %ILE	24 %ILE	31 %ILE	26 %ILE	16 %ILE	21 %ILE	21 %ILE	9 %ILE	16 %ILE	10 %ILE	44 %ILE	44 %ILE	44 %ILE

MATH COMPUTATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81	GRADE 6 MATCHED 1979-80	GRADE 7 MATCHED 1980-81	GRADE 7 ALL 1980-81
# TESTED		3121	3121	3702	806	806	939	527	527	608	1788	1788	2155
3RD Q	75 %ILE	86 %ILE	83 %ILE	83 %ILE	68 %ILE	70 %ILE	67 %ILE	61 %ILE	64 %ILE	64 %ILE	93 %ILE	89 %ILE	89 %ILE
MEDIAN	50 %ILE	55 %ILE	61 %ILE	61 %ILE	40 %ILE	48 %ILE	48 %ILE	32 %ILE	43 %ILE	43 %ILE	71 %ILE	75 %ILE	75 %ILE
1ST Q	25 %ILE	27 %ILE	36 %ILE	34 %ILE	17 %ILE	28 %ILE	25 %ILE	16 %ILE	25 %ILE	21 %ILE	40 %ILE	48 %ILE	43 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS FEBRUARY, 1981 GRADE: 8 SCHOOL: A.I.S.D.

READING TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7	GRADE 8	GRADE 8	GRADE 7	GRADE 8	GRADE 8	GRADE 7	GRADE 8	GRADE 8	GRADE 7	GRADE 8	GRADE 8
		MATCHED	MATCHED	ALL	MATCHED	MATCHED	ALL	MATCHED	MATCHED	ALL	MATCHED	MATCHED	ALL
		1979-80	1980-81	1980-81	1979-80	1980-81	1980-81	1979-80	1980-81	1980-81	1979-80	1980-81	1980-81
# TESTED		3253	3253	3795	802	802	916	544	544	623	1907	1907	2256
3RD Q	75 %ILE	78 %ILE	80 %ILE	79 %ILE	48 %ILE	49 %ILE	48 %ILE	41 %ILE	45 %ILE	42 %ILE	85 %ILE	89 %ILE	88 %ILE
MEDIAN	50 %ILE	50 %ILE	52 %ILE	52 %ILE	24 %ILE	26 %ILE	26 %ILE	21 %ILE	22 %ILE	22 %ILE	71 %ILE	72 %ILE	71 %ILE
1ST Q	25 %ILE	21 %ILE	24 %ILE	22 %ILE	11 %ILE	13 %ILE	11 %ILE	9 %ILE	10 %ILE	10 %ILE	48 %ILE	49 %ILE	47 %ILE

VOCABULARY

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7	GRADE 8	GRADE 8	GRADE 7	GRADE 8	GRADE 8	GRADE 7	GRADE 8	GRADE 8	GRADE 7	GRADE 8	GRADE 8
		MATCHED	MATCHED	ALL	MATCHED	MATCHED	ALL	MATCHED	MATCHED	ALL	MATCHED	MATCHED	ALL
		1979-80	1980-81	1980-81	1979-80	1980-81	1980-81	1979-80	1980-81	1980-81	1979-80	1980-81	1980-81
# TESTED		3253	3253	3796	802	802	917	544	544	623	1907	1907	2256
3RD Q	75 %ILE	78 %ILE	83 %ILE	80 %ILE	49 %ILE	50 %ILE	47 %ILE	43 %ILE	47 %ILE	43 %ILE	88 %ILE	90 %ILE	90 %ILE
MEDIAN	50 %ILE	53 %ILE	53 %ILE	53 %ILE	25 %ILE	27 %ILE	27 %ILE	22 %ILE	24 %ILE	24 %ILE	72 %ILE	73 %ILE	70 %ILE
1ST Q	25 %ILE	22 %ILE	24 %ILE	24 %ILE	11 %ILE	13 %ILE	13 %ILE	11 %ILE	10 %ILE	10 %ILE	49 %ILE	50 %ILE	47 %ILE

READING COMPREHENSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7	GRADE 8	GRADE 8	GRADE 7	GRADE 8	GRADE 8	GRADE 7	GRADE 8	GRADE 8	GRADE 7	GRADE 8	GRADE 8
		MATCHED	MATCHED	ALL	MATCHED	MATCHED	ALL	MATCHED	MATCHED	ALL	MATCHED	MATCHED	ALL
		1979-80	1980-81	1980-81	1979-80	1980-81	1980-81	1979-80	1980-81	1980-81	1979-80	1980-81	1980-81
# TESTED		3253	3253	3796	802	802	916	544	544	623	1907	1907	2257
3RD Q	75 %ILE	76 %ILE	81 %ILE	80 %ILE	51 %ILE	54 %ILE	54 %ILE	47 %ILE	46 %ILE	45 %ILE	83 %ILE	88 %ILE	86 %ILE
MEDIAN	50 %ILE	52 %ILE	54 %ILE	51 %ILE	30 %ILE	32 %ILE	32 %ILE	24 %ILE	27 %ILE	27 %ILE	67 %ILE	71 %ILE	69 %ILE
1ST Q	25 %ILE	24 %ILE	27 %ILE	27 %ILE	13 %ILE	15 %ILE	15 %ILE	11 %ILE	12 %ILE	12 %ILE	47 %ILE	49 %ILE	45 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS FEBRUARY, 1981 GRADE: 8 SCHOOL: A.I.S.D.

LANGUAGE TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3748	802	802	896	544	544	617	1907	1907	2235
3RD Q	75 %ILE	77 %ILE	82 %ILE	81 %ILE	54 %ILE	61 %ILE	60 %ILE	50 %ILE	55 %ILE	55 %ILE	85 %ILE	89 %ILE	89 %ILE
MEDIAN	50 %ILE	53 %ILE	60 %ILE	58 %ILE	33 %ILE	34 %ILE	34 %ILE	26 %ILE	29 %ILE	29 %ILE	68 %ILE	72 %ILE	71 %ILE
1ST Q	25 %ILE	26 %ILE	29 %ILE	27 %ILE	13 %ILE	17 %ILE	16 %ILE	11 %ILE	13 %ILE	13 %ILE	45 %ILE	49 %ILE	46 %ILE

SPELLING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3797	802	802	917	544	544	623	1907	1907	2257
3RD Q	75 %ILE	76 %ILE	79 %ILE	79 %ILE	62 %ILE	63 %ILE	60 %ILE	59 %ILE	60 %ILE	60 %ILE	83 %ILE	85 %ILE	85 %ILE
MEDIAN	50 %ILE	54 %ILE	52 %ILE	49 %ILE	36 %ILE	36 %ILE	36 %ILE	33 %ILE	33 %ILE	31 %ILE	62 %ILE	67 %ILE	63 %ILE
1ST Q	25 %ILE	25 %ILE	25 %ILE	25 %ILE	16 %ILE	15 %ILE	15 %ILE	14 %ILE	12 %ILE	12 %ILE	40 %ILE	41 %ILE	38 %ILE

CAPITALIZATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3799	802	802	921	544	544	623	1907	1907	2255
3RD Q	75 %ILE	76 %ILE	79 %ILE	79 %ILE	52 %ILE	65 %ILE	65 %ILE	47 %ILE	60 %ILE	60 %ILE	81 %ILE	88 %ILE	88 %ILE
MEDIAN	50 %ILE	47 %ILE	60 %ILE	53 %ILE	29 %ILE	35 %ILE	35 %ILE	24 %ILE	30 %ILE	30 %ILE	62 %ILE	69 %ILE	69 %ILE
1ST Q	25 %ILE	24 %ILE	30 %ILE	25 %ILE	16 %ILE	15 %ILE	15 %ILE	11 %ILE	11 %ILE	11 %ILE	41 %ILE	47 %ILE	41 %ILE

PUNCTUATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3779	802	802	914	544	544	619	1907	1907	2246
3RD Q	75 %ILE	81 %ILE	87 %ILE	83 %ILE	60 %ILE	65 %ILE	65 %ILE	56 %ILE	61 %ILE	61 %ILE	88 %ILE	90 %ILE	[illegible] %ILE
MEDIAN	50 %ILE	56 %ILE	65 %ILE	61 %ILE	38 %ILE	42 %ILE	39 %ILE	34 %ILE	35 %ILE	35 %ILE	73 %ILE	79 %ILE	74 %ILE
1ST Q	25 %ILE	34 %ILE	35 %ILE	35 %ILE	21 %ILE	23 %ILE	23 %ILE	21 %ILE	18 %ILE	18 %ILE	51 %ILE	56 %ILE	52 %ILE

USAGE

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3782	802	802	918	544	544	618	1907	1907	2246
3RD Q	75 %ILE	78 %ILE	84 %ILE	84 %ILE	54 %ILE	60 %ILE	60 %ILE	50 %ILE	54 %ILE	54 %ILE	86 %ILE	89 %ILE	89 %ILE
MEDIAN	50 %ILE	54 %ILE	60 %ILE	60 %ILE	29 %ILE	35 %ILE	35 %ILE	25 %ILE	32 %ILE	28 %ILE	68 %ILE	74 %ILE	74 %ILE
1ST Q	25 %ILE	25 %ILE	32 %ILE	28 %ILE	16 %ILE	21 %ILE	17 %ILE	11 %ILE	13 %ILE	10 %ILE	50 %ILE	54 %ILE	49 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS FEBRUARY, 1981 GRADE: 8 SCHOOL: A.I.S.D.

WORK-STUDY TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3780	802	802	918	544	544	616	1907	1907	2246
3RD Q	75 %ILE	76 %ILE	80 %ILE	80 %ILE	46 %ILE	54 %ILE	53 %ILE	41 %ILE	45 %ILE	45 %ILE	84 %ILE	89 %ILE	88 %ILE
MEDIAN	50 %ILE	48 %ILE	53 %ILE	49 %ILE	27 %ILE	31 %ILE	30 %ILE	24 %ILE	25 %ILE	25 %ILE	66 %ILE	74 %ILE	70 %ILE
1ST Q	25 %ILE	22 %ILE	25 %ILE	24 %ILE	13 %ILE	15 %ILE	14 %ILE	9 %ILE	11 %ILE	11 %ILE	43 %ILE	48 %ILE	42 %ILE

VISUAL MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3783	802	802	920	544	544	617	1907	1907	2246
3RD Q	75 %ILE	76 %ILE	83 %ILE	82 %ILE	52 %ILE	56 %ILE	56 %ILE	47 %ILE	47 %ILE	47 %ILE	84 %ILE	90 %ILE	88 %ILE
MEDIAN	50 %ILE	52 %ILE	56 %ILE	51 %ILE	29 %ILE	34 %ILE	34 %ILE	23 %ILE	28 %ILE	28 %ILE	67 %ILE	74 %ILE	71 %ILE
1ST Q	25 %ILE	23 %ILE	28 %ILE	24 %ILE	14 %ILE	14 %ILE	14 %ILE	10 %ILE	14 %ILE	14 %ILE	42 %ILE	47 %ILE	43 %ILE

REFERENCE MATERIALS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3784	802	802	920	544	544	617	1907	1907	2247
3RD Q	75 %ILE	78 %ILE	79 %ILE	79 %ILE	55 %ILE	59 %ILE	56 %ILE	48 %ILE	48 %ILE	48 %ILE	82 %ILE	88 %ILE	85 %ILE
MEDIAN	50 %ILE	52 %ILE	56 %ILE	53 %ILE	29 %ILE	31 %ILE	31 %ILE	29 %ILE	29 %ILE	29 %ILE	69 %ILE	71 %ILE	67 %ILE
1ST Q	25 %ILE	26 %ILE	29 %ILE	25 %ILE	14 %ILE	17 %ILE	14 %ILE	14 %ILE	14 %ILE	14 %ILE	43 %ILE	45 %ILE	42 %ILE

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS FEBRUARY, 1981 GRADE: 8 SCHOOL: A.I.S.D.

MATH TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3782	802	802	924	544	544	613	1907	1907	2245
3RD Q	75 %ILE	80 %ILE	82 %ILE	80 %ILE	56 %ILE	58 %ILE	56 %ILE	47 %ILE	45 %ILE	45 %ILE	88 %ILE	91 %ILE	90 %ILE
MEDIAN	50 %ILE	55 %ILE	56 %ILE	51 %ILE	34 %ILE	32 %ILE	32 %ILE	24 %ILE	25 %ILE	23 %ILE	71 %ILE	73 %ILE	71 %ILE
1ST Q	25 %ILE	26 %ILE	25 %ILE	23 %ILE	15 %ILE	16 %ILE	14 %ILE	11 %ILE	9 %ILE	9 %ILE	47 %ILE	45 %ILE	41 %ILE

MATH CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3786	802	802	925	544	544	615	1907	1907	2246
3RD Q	75 %ILE	80 %ILE	84 %ILE	81 %ILE	58 %ILE	58 %ILE	58 %ILE	50 %ILE	51 %ILE	51 %ILE	89 %ILE	92 %ILE	90 %ILE
MEDIAN	50 %ILE	58 %ILE	58 %ILE	54 %ILE	30 %ILE	36 %ILE	36 %ILE	26 %ILE	28 %ILE	28 %ILE	76 %ILE	72 %ILE	72 %ILE
1ST Q	25 %ILE	26 %ILE	28 %ILE	28 %ILE	17 %ILE	17 %ILE	17 %ILE	12 %ILE	14 %ILE	14 %ILE	50 %ILE	51 %ILE	46 %ILE

MATH PROBLEMS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3785	802	802	924	544	544	615	1907	1907	2246
3RD Q	75 %ILE	78 %ILE	80 %ILE	80 %ILE	58 %ILE	56 %ILE	56 %ILE	44 %ILE	45 %ILE	45 %ILE	88 %ILE	91 %ILE	87 %ILE
MEDIAN	50 %ILE	54 %ILE	56 %ILE	50 %ILE	35 %ILE	35 %ILE	35 %ILE	26 %ILE	25 %ILE	25 %ILE	70 %ILE	71 %ILE	66 %ILE
1ST Q	25 %ILE	26 %ILE	25 %ILE	25 %ILE	21 %ILE	15 %ILE	15 %ILE	10 %ILE	11 %ILE	11 %ILE	44 %ILE	45 %ILE	40 %ILE

MATH COMPUTATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81	GRADE 7 MATCHED 1979-80	GRADE 8 MATCHED 1980-81	GRADE 8 ALL 1980-81
# TESTED		3253	3253	3787	802	802	926	544	544	615	1907	1907	2246
3RD Q	75 %ILE	83 %ILE	84 %ILE	84 %ILE	67 %ILE	68 %ILE	67 %ILE	64 %ILE	57 %ILE	54 %ILE	92 %ILE	91 %ILE	91 %ILE
MEDIAN	50 %ILE	61 %ILE	57 %ILE	54 %ILE	43 %ILE	46 %ILE	46 %ILE	36 %ILE	35 %ILE	35 %ILE	75 %ILE	74 %ILE	71 %ILE
1ST Q	25 %ILE	32 %ILE	31 %ILE	31 %ILE	25 %ILE	24 %ILE	24 %ILE	20 %ILE	15 %ILE	15 %ILE	48 %ILE	48 %ILE	46 %ILE

ACHIEVEMENT PROFILES

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS

GRADES 9-12

1980-81

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ACHIEVEMENT PROFILE:  SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS   APRIL,1981   GRADE: 09   SCHOOL: A.I.S.D.

                                                      READING

          |NATIONAL |     ALL ETHNIC GROUPS        |     HISPANIC STUDENTS        |       BLACK STUDENTS         | ANGLO AND OTHER STUDENTS  |
          |  NORM   |                              |                              |                              |                           |
          |         | GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09|
          |         | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   |
          |         | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 |
# TESTED  |         |                    3926   |                    987    |                    734    |                    2205   |
  3RD Q   | 75 %ILE |  %ILE     %ILE  63 %ILE   |  %ILE     %ILE  33 %ILE   |  %ILE     %ILE  30 %ILE   |  %ILE     %ILE  77 %ILE   |
 MEDIAN   | 50 %ILE |  %ILE     %ILE  33 %ILE   |  %ILE     %ILE  18 %ILE   |  %ILE     %ILE  16 %ILE   |  %ILE     %ILE  52 %ILE   |
  1ST Q   | 25 %ILE |  %ILE     %ILE  14 %ILE   |  %ILE     %ILE   9 %ILE   |  %ILE     %ILE   7 %ILE   |  %ILE     %ILE  26 %ILE   |

                                                 ENGLISH EXPRESSION

          |NATIONAL |     ALL ETHNIC GROUPS        |     HISPANIC STUDENTS        |       BLACK STUDENTS         | ANGLO AND OTHER STUDENTS  |
          |  NORM   |                              |                              |                              |                           |
          |         | GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09|
          |         | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   |
          |         | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 |
# TESTED  |         |                    3928   |                    983    |                    738    |                    2207   |
  3RD Q   | 75 %ILE |  %ILE     %ILE  58 %ILE   |  %ILE     %ILE  31 %ILE   |  %ILE     %ILE  24 %ILE   |  %ILE     %ILE  72 %ILE   |
 MEDIAN   | 50 %ILE |  %ILE     %ILE  26 %ILE   |  %ILE     %ILE  15 %ILE   |  %ILE     %ILE  11 %ILE   |  %ILE     %ILE  44 %ILE   |
  1ST Q   | 25 %ILE |  %ILE     %ILE   9 %ILE   |  %ILE     %ILE   5 %ILE   |  %ILE     %ILE   4 %ILE   |  %ILE     %ILE  21 %ILE   |

                                                  MATH COMPUTATION

          |NATIONAL |     ALL ETHNIC GROUPS        |     HISPANIC STUDENTS        |       BLACK STUDENTS         | ANGLO AND OTHER STUDENTS  |
          |  NORM   |                              |                              |                              |                           |
          |         | GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09|
          |         | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   |
          |         | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 |
# TESTED  |         |                    3936   |                    987    |                    739    |                    2210   |
  3RD Q   | 75 %ILE |  %ILE     %ILE  68 %ILE   |  %ILE     %ILE  47 %ILE   |  %ILE     %ILE  35 %ILE   |  %ILE     %ILE  80 %ILE   |
 MEDIAN   | 50 %ILE |  %ILE     %ILE  39 %ILE   |  %ILE     %ILE  25 %ILE   |  %ILE     %ILE  18 %ILE   |  %ILE     %ILE  55 %ILE   |
  1ST Q   | 25 %ILE |  %ILE     %ILE  16 %ILE   |  %ILE     %ILE  10 %ILE   |  %ILE     %ILE   8 %ILE   |  %ILE     %ILE  29 %ILE   |

                                                 MATH BASIC CONCEPTS

          |NATIONAL |     ALL ETHNIC GROUPS        |     HISPANIC STUDENTS        |       BLACK STUDENTS         | ANGLO AND OTHER STUDENTS  |
          |  NORM   |                              |                              |                              |                           |
          |         | GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09|
          |         | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   |
          |         | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 |
# TESTED  |         |                    3900   |                    971    |                    732    |                    2197   |
  3RD Q   | 75 %ILE |  %ILE     %ILE  69 %ILE   |  %ILE     %ILE  37 %ILE   |  %ILE     %ILE  31 %ILE   |  %ILE     %ILE  79 %ILE   |
 MEDIAN   | 50 %ILE |  %ILE     %ILE  37 %ILE   |  %ILE     %ILE  22 %ILE   |  %ILE     %ILE  17 %ILE   |  %ILE     %ILE  54 %ILE   |
  1ST Q   | 25 %ILE |  %ILE     %ILE  15 %ILE   |  %ILE     %ILE   9 %ILE   |  %ILE     %ILE   6 %ILE   |  %ILE     %ILE  29 %ILE   |

                                                   SOCIAL STUDIES

          |NATIONAL |     ALL ETHNIC GROUPS        |     HISPANIC STUDENTS        |       BLACK STUDENTS         | ANGLO AND OTHER STUDENTS  |
          |  NORM   |                              |                              |                              |                           |
          |         | GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09| GRADE 08 GRADE 09 GRADE 09|
          |         | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   | MATCHED  MATCHED    ALL   |
          |         | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 | 1979-80  1980-81  1980-81 |
# TESTED  |         |                    3929   |                    993    |                    737    |                    2209   |
  3RD Q   | 75 %ILE |  %ILE     %ILE  58 %ILE   |  %ILE     %ILE  34 %ILE   |  %ILE     %ILE  27 %ILE   |  %ILE     %ILE  74 %ILE   |
 MEDIAN   | 50 %ILE |  %ILE     %ILE  30 %ILE   |  %ILE     %ILE  15 %ILE   |  %ILE     %ILE  13 %ILE   |  %ILE     %ILE  45 %ILE   |
  1ST Q   | 25 %ILE |  %ILE     %ILE  12 %ILE   |  %ILE     %ILE   8 %ILE   |  %ILE     %ILE   5 %ILE   |  %ILE     %ILE  23 %ILE   |
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ACHIEVEMENT PROFILE: SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS APRIL,1981 GRADE: 10 SCHOOL: A.I.S.D.

READING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81
# TESTED		3097	3097	3708	730	730	880	467	467	569	1900	1900	2260
3RD Q	75 %ILE	71 %ILE	70 %ILE	68 %ILE	43 %ILE	42 %ILE	42 %ILE	33 %ILE	30 %ILE	30 %ILE	81 %ILE	81 %ILE	79 %ILE
MEDIAN	50 %ILE	41 %ILE	39 %ILE	37 %ILE	21 %ILE	21 %ILE	21 %ILE	18 %ILE	13 %ILE	13 %ILE	56 %ILE	56 %ILE	53 %ILE
1ST Q	25 %ILE	19 %ILE	16 %ILE	13 %ILE	10 %ILE	8 %ILE	8 %ILE	9 %ILE	7 %ILE	5 %ILE	33 %ILE	30 %ILE	30 %ILE

ENGLISH EXPRESSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81
# TESTED		3097	3097	3705	730	730	880	467	467	566	1900	1900	2259
3RD Q	75 %ILE	65 %ILE	67 %ILE	65 %ILE	39 %ILE	40 %ILE	39 %ILE	29 %ILE	30 %ILE	30 %ILE	76 %ILE	76 %ILE	74 %ILE
MEDIAN	50 %ILE	34 %ILE	39 %ILE	34 %ILE	17 %ILE	18 %ILE	18 %ILE	12 %ILE	12 %ILE	11 %ILE	49 %ILE	52 %ILE	50 %ILE
1ST Q	25 %ILE	12 %ILE	12 %ILE	11 %ILE	7 %ILE	7 %ILE	6 %ILE	6 %ILE	5 %ILE	5 %ILE	24 %ILE	26 %ILE	24 %ILE

MATH COMPUTATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81
# TESTED		3097	3097	3693	730	730	873	467	467	555	1900	1900	2265
3RD Q	75 %ILE	75 %ILE	75 %ILE	75 %ILE	53 %ILE	55 %ILE	53 %ILE	35 %ILE	39 %ILE	38 %ILE	82 %ILE	86 %ILE	82 %ILE
MEDIAN	50 %ILE	47 %ILE	50 %ILE	43 %ILE	31 %ILE	32 %ILE	32 %ILE	18 %ILE	20 %ILE	19 %ILE	60 %ILE	64 %ILE	61 %ILE
1ST Q	25 %ILE	20 %ILE	23 %ILE	21 %ILE	14 %ILE	15 %ILE	14 %ILE	9 %ILE	11 %ILE	10 %ILE	35 %ILE	36 %ILE	33 %ILE

MATH BASIC CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81
# TESTED		3097	3097	3694	730	730	879	467	467	564	1900	1900	2252
3RD Q	75 %ILE	74 %ILE	78 %ILE	73 %ILE	45 %ILE	54 %ILE	51 %ILE	31 %ILE	39 %ILE	39 %ILE	83 %ILE	86 %ILE	83 %ILE
MEDIAN	50 %ILE	42 %ILE	49 %ILE	44 %ILE	26 %ILE	28 %ILE	28 %ILE	19 %ILE	21 %ILE	18 %ILE	62 %ILE	64 %ILE	62 %ILE
1ST Q	25 %ILE	19 %ILE	23 %ILE	21 %ILE	10 %ILE	12 %ILE	12 %ILE	8 %ILE	9 %ILE	8 %ILE	34 %ILE	39 %ILE	33 %ILE

SOCIAL STUDIES

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81	GRADE 09 MATCHED 1979-80	GRADE 10 MATCHED 1980-81	GRADE 10 ALL 1980-81
# TESTED		3097	3097	3705	730	730	874	467	467	559	1900	1900	2259
3RD Q	75 %ILE	64 %ILE	66 %ILE	66 %ILE	43 %ILE	41 %ILE	37 %ILE	30 %ILE	31 %ILE	31 %ILE	75 %ILE	77 %ILE	75 %ILE
MEDIAN	50 %ILE	36 %ILE	36 %ILE	34 %ILE	23 %ILE	22 %ILE	22 %ILE	15 %ILE	17 %ILE	15 %ILE	51 %ILE	53 %ILE	50 %ILE
1ST Q	25 %ILE	15 %ILE	17 %ILE	15 %ILE	11 %ILE	10 %ILE	9 %ILE	7 %ILE	6 %ILE	6 %ILE	27 %ILE	27 %ILE	26 %ILE

ACHIEVEMENT PROFILE: SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS APRIL,1981 GRADE: 11 SCHOOL: A.I.S.D.

READING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81
# TESTED		2749	2749	3333	556	556	669	419	419	501	1774	1774	2162
3RD Q	75 %ILE	72 %ILE	72 %ILE	72 %ILE	45 %ILE	41 %ILE	41 %ILE	34 %ILE	31 %ILE	29 %ILE	81 %ILE	82 %ILE	82 %ILE
MEDIAN	50 %ILE	45 %ILE	41 %ILE	41 %ILE	21 %ILE	20 %ILE	20 %ILE	18 %ILE	12 %ILE	12 %ILE	61 %ILE	59 %ILE	57 %ILE
1ST Q	25 %ILE	18 %ILE	17 %ILE	17 %ILE	8 %ILE	10 %ILE	10 %ILE	6 %ILE	7 %ILE	6 %ILE	34 %ILE	32 %ILE	31 %ILE

ENGLISH EXPRESSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81
# TESTED		2749	2749	3331	556	556	670	419	419	501	1774	1774	2160
3RD Q	75 %ILE	67 %ILE	67 %ILE	67 %ILE	39 %ILE	37 %ILE	37 %ILE	32 %ILE	28 %ILE	28 %ILE	76 %ILE	80 %ILE	76 %ILE
MEDIAN	50 %ILE	39 %ILE	37 %ILE	37 %ILE	18 %ILE	16 %ILE	16 %ILE	14 %ILE	10 %ILE	9 %ILE	52 %ILE	54 %ILE	52 %ILE
1ST Q	25 %ILE	14 %ILE	13 %ILE	12 %ILE	7 %ILE	6 %ILE	6 %ILE	5 %ILE	3 %ILE	3 %ILE	28 %ILE	28 %ILE	28 %ILE

MATH COMPUTATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81
# TESTED		2749	2749	3317	556	556	665	419	419	500	1774	1774	2152
3RD Q	75 %ILE	78 %ILE	76 %ILE	73 %ILE	52 %ILE	49 %ILE	47 %ILE	41 %ILE	44 %ILE	41 %ILE	86 %ILE	85 %ILE	83 %ILE
MEDIAN	50 %ILE	52 %ILE	49 %ILE	47 %ILE	29 %ILE	32 %ILE	31 %ILE	25 %ILE	23 %ILE	23 %ILE	66 %ILE	63 %ILE	61 %ILE
1ST Q	25 %ILE	26 %ILE	26 %ILE	25 %ILE	15 %ILE	19 %ILE	18 %ILE	12 %ILE	11 %ILE	11 %ILE	39 %ILE	39 %ILE	39 %ILE

MATH BASIC CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81
# TESTED		2749	2749	3318	556	556	664	419	419	498	1774	1774	2156
3RD Q	75 %ILE	80 %ILE	81 %ILE	79 %ILE	49 %ILE	54 %ILE	51 %ILE	41 %ILE	44 %ILE	39 %ILE	87 %ILE	89 %ILE	86 %ILE
MEDIAN	50 %ILE	51 %ILE	54 %ILE	51 %ILE	31 %ILE	30 %ILE	30 %ILE	23 %ILE	22 %ILE	22 %ILE	66 %ILE	70 %ILE	66 %ILE
1ST Q	25 %ILE	26 %ILE	26 %ILE	26 %ILE	12 %ILE	13 %ILE	13 %ILE	9 %ILE	10 %ILE	10 %ILE	41 %ILE	44 %ILE	39 %ILE

SOCIAL STUDIES

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81
# TESTED		2749	2749	3323	556	556	671	419	419	501	1774	1774	2156
3RD Q	75 %ILE	70 %ILE	70 %ILE	67 %ILE	41 %ILE	41 %ILE	39 %ILE	32 %ILE	26 %ILE	24 %ILE	77 %ILE	79 %ILE	76 %ILE
MEDIAN	50 %ILE	41 %ILE	41 %ILE	37 %ILE	22 %ILE	21 %ILE	19 %ILE	15 %ILE	12 %ILE	11 %ILE	56 %ILE	54 %ILE	52 %ILE
1ST Q	25 %ILE	18 %ILE	15 %ILE	15 %ILE	10 %ILE	9 %ILE	9 %ILE	7 %ILE	4 %ILE	4 %ILE	32 %ILE	31 %ILE	29 %ILE

ACHIEVEMENT PROFILE: SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS APRIL,1981 GRADE: 12 SCHOOL: A.I.S.D.

READING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81
# TESTED		2372	2372	2830	433	433	521	288	289	337	1651	1651	1972
3RD Q	75 %ILE	77 %ILE	75 %ILE	72 %ILE	49 %ILE	45 %ILE	45 %ILE	41 %ILE	36 %ILE	34 %ILE	84 %ILE	82 %ILE	78 %ILE
MEDIAN	50 %ILE	49 %ILE	45 %ILE	41 %ILE	25 %ILE	21 %ILE	21 %ILE	20 %ILE	17 %ILE	15 %ILE	61 %ILE	55 %ILE	53 %ILE
1ST Q	25 %ILE	22 %ILE	18 %ILE	17 %ILE	11 %ILE	9 %ILE	9 %ILE	10 %ILE	6 %ILE	6 %ILE	35 %ILE	28 %ILE	26 %ILE

ENGLISH EXPRESSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81
# TESTED		2372	2372	2825	433	433	521	288	288	339	1651	1651	1965
3RD Q	75 %ILE	72 %ILE	68 %ILE	68 %ILE	46 %ILE	46 %ILE	44 %ILE	33 %ILE	36 %ILE	36 %ILE	78 %ILE	78 %ILE	76 %ILE
MEDIAN	50 %ILE	44 %ILE	42 %ILE	40 %ILE	19 %ILE	18 %ILE	18 %ILE	15 %ILE	15 %ILE	13 %ILE	56 %ILE	52 %ILE	50 %ILE
1ST Q	25 %ILE	16 %ILE	16 %ILE	15 %ILE	7 %ILE	5 %ILE	5 %ILE	5 %ILE	4 %ILE	3 %ILE	28 %ILE	27 %ILE	25 %ILE

MATH COMPUTATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81
# TESTED		2372	2372	2813	433	433	517	288	288	340	1651	1651	1956
3RD Q	75 %ILE	81 %ILE	77 %ILE	75 %ILE	56 %ILE	49 %ILE	49 %ILE	44 %ILE	43 %ILE	39 %ILE	87 %ILE	82 %ILE	80 %ILE
MEDIAN	50 %ILE	54 %ILE	49 %ILE	48 %ILE	36 %ILE	26 %ILE	26 %ILE	23 %ILE	18 %ILE	18 %ILE	65 %ILE	60 %ILE	56 %ILE
1ST Q	25 %ILE	29 %ILE	20 %ILE	20 %ILE	20 %ILE	12 %ILE	12 %ILE	12 %ILE	9 %ILE	8 %ILE	39 %ILE	34 %ILE	32 %ILE

MATH BASIC CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81
# TESTED		2372	2372	2819	433	433	519	288	288	331	1651	1651	1969
3RD Q	75 %ILE	85 %ILE	80 %ILE	79 %ILE	59 %ILE	54 %ILE	55 %ILE	48 %ILE	48 %ILE	45 %ILE	89 %ILE	85 %ILE	84 %ILE
MEDIAN	50 %ILE	59 %ILE	55 %ILE	53 %ILE	33 %ILE	32 %ILE	32 %ILE	28 %ILE	27 %ILE	25 %ILE	71 %ILE	68 %ILE	64 %ILE
1ST Q	25 %ILE	30 %ILE	27 %ILE	27 %ILE	15 %ILE	15 %ILE	15 %ILE	13 %ILE	10 %ILE	10 %ILE	44 %ILE	38 %ILE	36 %ILE

SOCIAL STUDIES

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81	GRADE 11 MATCHED 1979-80	GRADE 12 MATCHED 1980-81	GRADE 12 ALL 1980-81
# TESTED		2372	2372	2819	433	433	520	288	288	341	1651	1651	1958
3RD Q	75 %ILE	73 %ILE	71 %ILE	67 %ILE	48 %ILE	43 %ILE	44 %ILE	41 %ILE	32 %ILE	32 %ILE	79 %ILE	78 %ILE	74 %ILE
MEDIAN	50 %ILE	46 %ILE	42 %ILE	40 %ILE	26 %ILE	22 %ILE	22 %ILE	19 %ILE	14 %ILE	14 %ILE	57 %ILE	53 %ILE	51 %ILE
1ST Q	25 %ILE	22 %ILE	16 %ILE	16 %ILE	12 %ILE	10 %ILE	10 %ILE	8 %ILE	6 %ILE	6 %ILE	31 %ILE	26 %ILE	26 %ILE

80.32
(80.04)

Miscellaneous Document ABSTRACT

Title: Tables for the Conversion of Iowa Tests of Basic Skills (1978 Edition) Percentile Scores to California Achievement Tests (1970 Edition) Percentile Scores

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 10

Summary:

This booklet contains tables that allow conversion of ITBS percentile scores to approximate CAT percentile scores for students in grades 1-8. The relationship between CAT percentile scores and ITBS percentile scores was established by means of an equating study conducted by ORE in the spring of 1980. Because of the nature of the equating study, the converted scores in this booklet should be viewed as estimates for comparing current ITBS scores to past CAT scores.

80.32
(80.09)

Newsletter

ABSTRACT

Title: Nuts and Bolts of Testing 1980-81. Bulletins for Building Test Coordinators and Principals.

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 29

Summary:

This is a periodic newsletter for building test coordinators. There are separate sets of issues for test coordinators in elementary schools, junior high schools, and senior high schools. The issues summarize topics discussed at meetings, answer questions from building test coordinators, announce future meetings, and provide current updates on issues related to testing, etc.

The number of issues for each level in 1980-81 was:

K-12 - 1
Elementary - 7
Junior High - 3
Senior High - 4

80.32
(80.13)

Test Profiles

ABSTRACT

Title: Austin Independent School District Achievement Profiles, 1975-76 through 1979-80, Elementary Schools, Vols. I, II, and III.

Contact Person: Kevin Matter

No. Pages: 2216

Summary:

These volumes are a tabular and graphic record of the California Achievement Tests (CAT) results for 1975-76 to 1978-79 and the Iowa Tests of Basic Skills (ITBS) results for 1979-80 for each elementary and sixth-grade school in the Austin Independent School District. District summaries at each grade level are presented, also. CAT results in reading and math are reported, with reading, math, language, and work-study skills reported on the ITBS. The ITBS scores are reported in two ways, first as CAT-converted scores, and then as regular ITBS scores. A foreword at the beginning of each volume is divided into three major sections:

1. A discussion of the limitations of the achievement data, including an explanation of which groups of students were exempted from the testing, a description of the testing situations, and the methods used for scoring the tests.
2. An explanation of how to read the tables, including a brief explanation of the way that median and quartile percentile scores are derived, both for a national norm group and for a particular group of local students.
3. An explanation of the various characteristics of each school, that are reported along with the test data, in order to define the context in which the test scores were made. Included are the number of students enrolled in the school, the percent attendance, the pupil/teacher ratio, the percentage of low-income students, the ethnic distribution of the student body, and the major special programs operating in each school.

The school summary test scores are presented in tabular form, separately for each grade within each school, and separately for each test area (reading, math, language, work-study). Each table displays the median, first-quartile, and third-quartile scores for the school, grade, and test under consideration, for the past five school years (CAT and ITBS-converted-to-CAT). Similar tables are presented at the beginning of Volume I for the District summaries, separately for each elementary grade level and for each test area.

80.32
(80.13)

The following pages are examples of a "School Characteristics **Page**," which serves as a cover page for the achievement tables for each school, and the actual tables displaying the summary achievement information for one test area.

80.32
(80.13)

SCHOOL CHARACTERISTICS

SCHOOL XXXX

	1975-76	1976-77	1977-78	1978-79	1979-80
MEMBERSHIP	2459	2246	2132	2088	1940
PERCENT ATTENDANCE	89	90	90	90	90
PUPIL/TEACHER RATIO (PTR)	21.54	19.56	20.60	21.05	22.30
% LOW-INCOME STUDENTS	3.83	10.37	10.31	16.32	22.30
ETHNIC DISTRIBUTION					
MA:	6	6	6	8	9
% B :	10	11	13	14	16
A :	84	83	81	78	75
MAJOR SPECIAL PROGRAMS	ESAA	ESAA	ESAA	ESAA	ESAA

BRIEF DEFINITION

MEMBERSHIP: The number of students on the current roll of the school (including regular and special education students but excluding kindergarten students) averaged for the entire year.

PERCENT ATTENDANCE: The percentage of students on the current roll who actually are present (including regular and special education students but excluding kindergarten students) averaged for the entire year.

PUPIL/TEACHER RATIO: The average number of regular students per teacher in the school.

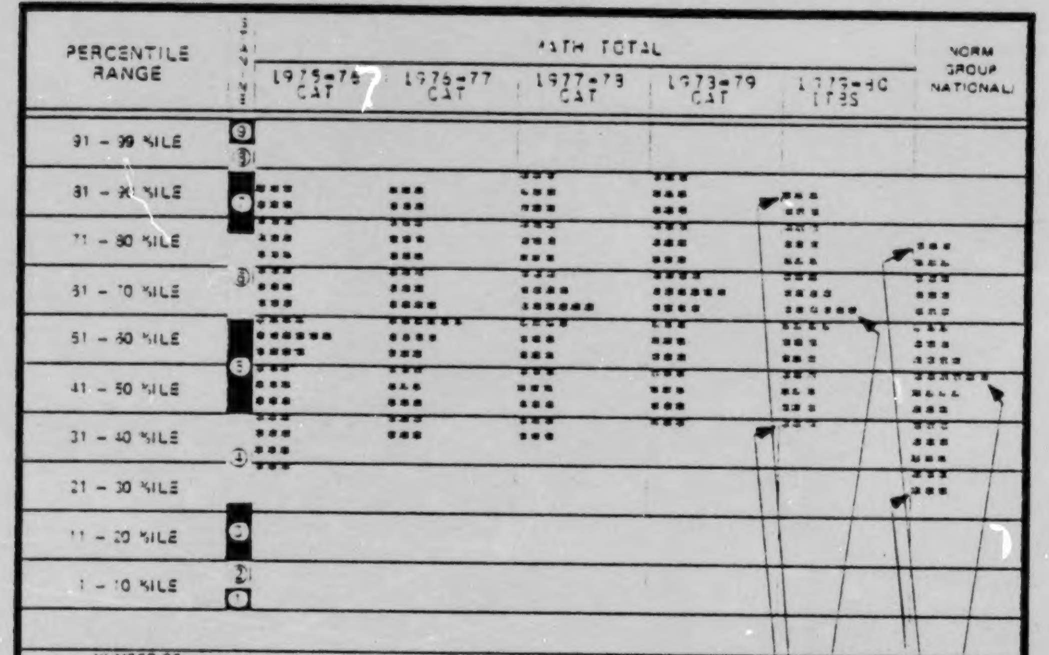
% LOW-INCOME STUDENTS: The percent of students in the school's attendance area from low-income families.

ETHNIC DISTRIBUTION: The percent of enrolled students on October 1st who are Mexican-American (MA), Black (B), and Anglo (A).

MAJOR SPECIAL PROGRAMS: Major programs bringing additional resources to a number of schools in the District and being implemented in this school.

80.32
(80.13)

GRADE 3 LONGITUDINAL ACHIEVEMENT PROFILES



MATH TOTAL	1975-76 CAT	1976-77 CAT	1977-78 CAT	1978-79 CAT	1979-80 ITBS	NORM GROUP NATIONAL
NUMBER OF STUDENTS TESTED	3361	3794	3976	4309	4264	
3RD QUARTILE	84 %ILE	84 %ILE	88 %ILE	88 %ILE	[illegible] %ILE	75 %ILE
MEDIAN	56 %ILE	59 %ILE	61 %ILE	64 %ILE	61 %ILE	50 %ILE
1ST QUARTILE	30 %ILE	34 %ILE	37 %ILE	40 %ILE	39 %ILE	25 %ILE

MATH COMPUTATION

NUMBER OF STUDENTS TESTED	3363	3798	3994	4314	4257	
3RD QUARTILE	86 %ILE	92 %ILE	92 %ILE	92 %ILE	85 %ILE	75 %ILE
MEDIAN	62 %ILE	67 %ILE	67 %ILE	72 %ILE	67 %ILE	50 %ILE
1ST QUARTILE	33 %ILE	34 %ILE	36 %ILE	43 %ILE	43 %ILE	25 %ILE

MATH CONCEPTS & PROBLEMS

NUMBER OF STUDENTS TESTED	3361	3795	3980	4317	4255	
3RD QUARTILE	76 %ILE	76 %ILE	82 %ILE	82 %ILE	70 %ILE	75 %ILE
MEDIAN	53 %ILE	53 %ILE	58 %ILE	58 %ILE	53 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	25 %ILE	32 %ILE	32 %ILE	32 %ILE	25 %ILE

COMMENTS: 1979-80 PERCENTILES ARE FOR ITBS SCORES TRANSLATED TO 1970 CAT NORMS. ALL OTHER YEARS ARE CAT SCORES BASED ON 1970 CAT NORMS. BEGINNING IN 1978-79, THE EXEMPTION FOR LIMITED ENGLISH SPEAKERS WAS DROPPED. ONLY STUDENTS DOMINANT OR MONOLINGUAL IN A NONENGLISH LANGUAGE HAVE SINCE BEEN EXCLUDED FROM THESE PROFILES.

80.32
(80.14)

Test Profiles

ABSTRACT

Title: Austin Independent School District Achievement Profiles, 1975-76 through 1979-80, Junior High Schools

Contact Person: Kevin Matter

No. Pages: 231

Summary:

This volume is a tabular and graphic record of the California Achievement Tests (CAT) results for 1975-76 to 1978-79 and the Iowa Tests of Basic Skills (ITBS) results for 1979-80 for each junior high school in the Austin Independent School District. District summaries for the seventh and eighth grades are presented, also. CAT results in reading and math are reported, with reading, math, language, and work-study skills reported on the ITBS. The ITBS scores are reported in two ways, first as CAT-converted scores, and then as regular ITBS scores. A foreword at the beginning of each volume is divided into three major sections:

1. A discussion of the limitations of the achievement data, including an explanation of which groups of students were exempted from the testing, a description of the testing situations, and the methods used for scoring the tests.
2. An explanation of how to read the tables, including a brief explanation of the way that median and quartile percentile scores are derived, both for a national norm group and for a particular group of local students.
3. An explanation of the various characteristics of each school, that are reported along with the test data, in order to define the context in which the test scores were made. Included are the number of students enrolled in the school, the percent attendance, the pupil/teacher ratio, the percentage of low-income students, the ethnic distribution of the student body, and the major special programs operating in each school.

The school summary test scores are presented in tabular form, separately for each grade within each school, and separately for each test area (reading, math, language, work-study). Each table displays the median, first-quartile, and third-quartile scores for the school, grade, and test under consideration, for the past five school years (CAT and ITBS-converted-to-CAT). Similar tables are presented for the District summaries, separately for the seventh and eighth grades and for each test area.

The following pages are examples of a "School Characteristics Page," which serves as a cover page for the achievement tables for each school, and the actual tables displaying the summary achievement information for one test area.

80.32
(80.14)

SCHOOL CHARACTERISTICS

	SCHOOL XXXX				
	1975-76	1976-77	1977-78	1978-79	1979-80
MEMBERSHIP	2459	2246	2132	2088	1940
PERCENT ATTENDANCE	89	90	90	90	90
PUPIL/ TEACHER RATIO (PTR)	21.54	19.56	20.60	21.05	22.30
% LOW-INCOME STUDENTS	3.83	10.37	10.31	16.32	22.30
ETHNIC DISTRIBUTION MA:	6	6	6	8	9
% B :	10	11	13	14	16
A :	84	83	81	78	75
MAJOR SPECIAL PROGRAMS	ESAA	ESAA	ESAA	ESAA	ESAA

BRIEF DEFINITION

MEMBERSHIP: The number of students on the current roll of the school (including regular and special education students but excluding kindergarten students) averaged for the entire year.

PERCENT ATTENDANCE: The percentage of students on the current roll who actually are present (including regular and special education students but excluding kindergarten students) averaged for the entire year.

PUPIL/TEACHER RATIO: The average number of regular students per teacher in the school.

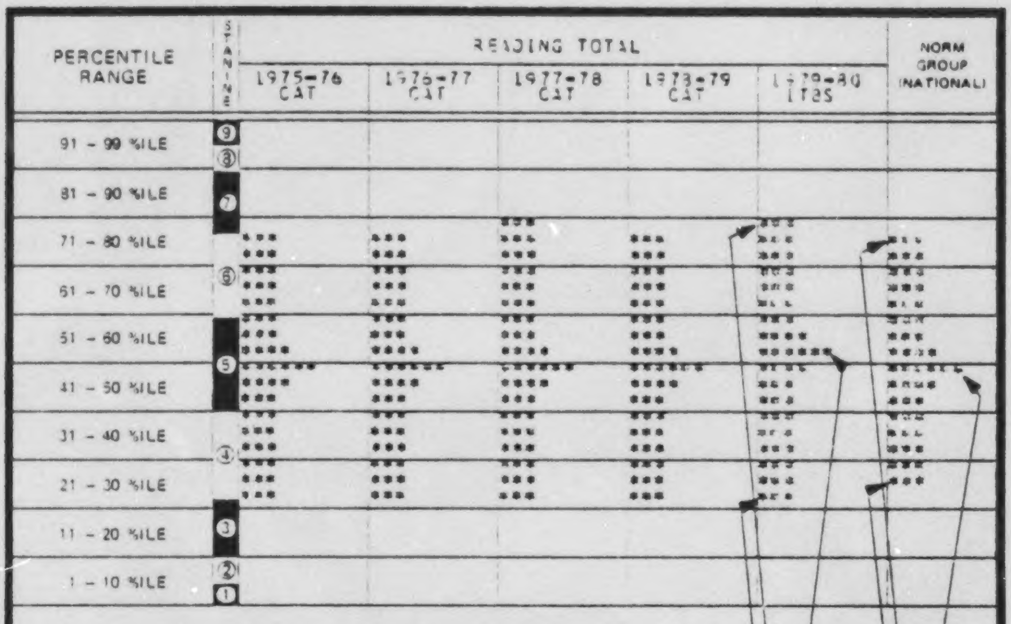
% LOW-INCOME STUDENTS: The percent of students in the school's attendance area from low-income families.

ETHNIC DISTRIBUTION: The percent of enrolled students on October 1st who are Mexican-American (MA), Black (B), and Anglo (A).

MAJOR SPECIAL PROGRAMS: Major programs bringing additional resources to a number of schools in the District and being implemented in this school.

80.32
(80.14)

GRADE 7 LONGITUDINAL ACHIEVEMENT PROFILES



READING TOTAL	1975-76 CAT	1976-77 CAT	1977-78 CAT	1978-79 CAT	1979-80 ITBS	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	4646	4576	4378	4051	3393	
3RD QUARTILE	77 %ILE	77 %ILE	79 %ILE	77 %ILE	79 %ILE	75 %ILE
MEDIAN	50 %ILE	48 %ILE	50 %ILE	48 %ILE	52 %ILE	50 %ILE
1ST QUARTILE	23 %ILE	21 %ILE	23 %ILE	21 %ILE	23 %ILE	25 %ILE

VOCABULARY						
NUMBER OF STUDENTS TESTED	4646	4577	4373	4052	3398	
3RD QUARTILE	73 %ILE	73 %ILE	73 %ILE	79 %ILE	73 %ILE	75 %ILE
MEDIAN	52 %ILE	48 %ILE	48 %ILE	52 %ILE	43 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	21 %ILE	24 %ILE	24 %ILE	26 %ILE	25 %ILE

READING COMPREHENSION						
NUMBER OF STUDENTS TESTED	4651	4576	4373	4053	3399	
3RD QUARTILE	77 %ILE	77 %ILE	77 %ILE	77 %ILE	80 %ILE	75 %ILE
MEDIAN	49 %ILE	49 %ILE	49 %ILE	49 %ILE	53 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	19 %ILE	24 %ILE	24 %ILE	19 %ILE	25 %ILE

COMMENTS: 1979-80 PERCENTILES ARE FOR ITBS SCORES TRANSLATED TO 1970 CAT NORMS. ALL OTHER YEARS ARE CAT SCORES BASED ON 1970 CAT NORMS. BEGINNING IN 1978-79, THE EXEMPTION FOR LIMITED ENGLISH SPEAKERS WAS DROPPED. ONLY STUDENTS DOMINANT OR MONOLINGUAL IN A NONENGLISH LANGUAGE HAVE SINCE BEEN EXCLUDED FROM THESE PROFILES.

80.32
(80.21)

Test Profiles

ABSTRACT

Title: Austin Independent School District Achievement Profiles By Ethnicity, 1979-80 Test Results for 1980-81 Projected Populations, Senior High Schools

Contact Person: Kevin Matter

No. Pages: 277

Summary:

This volume is a tabular and graphic record of the Iowa Tests of Basic Skills (ITBS) (grade 9) and Sequential Tests of Educational Progress (STEP) (grades 10-12) results for 1979-80 by ethnicity. Where applicable, results for 1978-79 (California Achievement Tests (CAT) results, converted into ITBS percentiles, or STEP results) are presented for purposes of comparison. All achievement summaries are presented separately for each grade, for each of three ethnic groups, based on the projected student population of each school for the 1980-81 school year. Achievement areas on the ITBS include reading, language, work-study skills, and math, while the STEP includes the areas of reading, mechanics of writing, English expression, math computation, math basic concepts, science, and social studies. District summaries in each skills area, for each high school grade level are included, also. A foreward at the beginning of the volume is divided into two major sections:

1. A discussion of the limitations of the achievement data, including an explanation of which groups of students were exempted from the testing, a description of the testing situations, and the methods used for scoring the tests.

2. An explanation of how to read the tables, including a brief explanation of the way that median and quartile percentile scores are derived, both for a national norm group and for a particular group of local students.

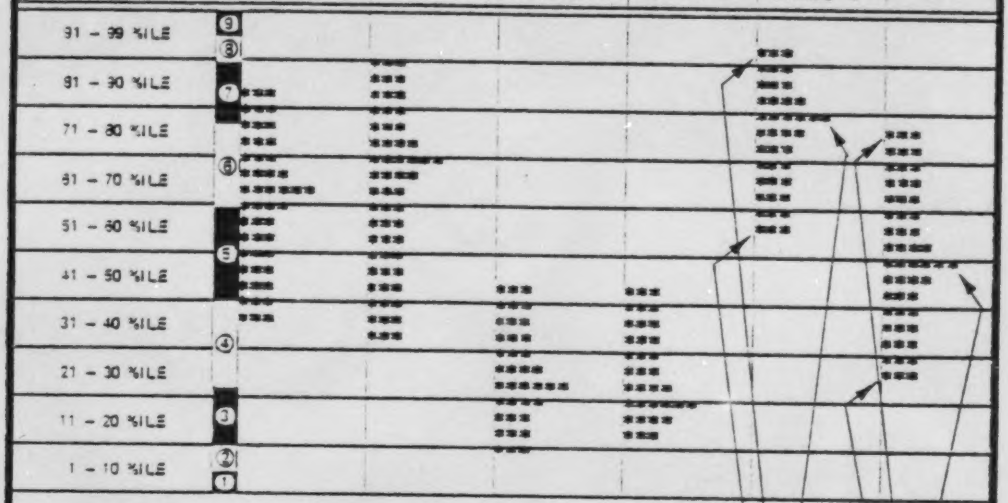
The school summary test scores are presented in tabular form, separately for each grade within each school, and separately for each skills test. Each table displays the median, first-quartile, and third-quartile scores for the school, grade, and test under consideration, for the 1980-81 projected population. Summary scores are reported for the total group and by ethnicity. Similar tables are presented for the District summaries, separated for the ninth, tenth, eleventh, and twelfth grades, and for each skills test.

On the following pages are examples of actual tables displaying summary ITBS and STEP information in a sample skills area.

80.32
(80.21)

1980-81 GRADE: 9 ACHIEVEMENT PROFILE

IOWA TESTS OF BASIC SKILLS



READING TOTAL	MATCHED 1978-79 GRADE 7	TOTAL 1979-80 GRADE 8	MEX AM 1979-80 GRADE 8	BLACK 1979-80 GRADE 8	ANGLO 1979-80 GRADE 8	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	276	300	64	19	217	
3RD QUARTILE	83 %ILE	88 %ILE	42 %ILE	42 %ILE	⑨③ %ILE	⑦⑤ %ILE
MEDIAN	63 %ILE	68 %ILE	22 %ILE	18 %ILE	⑧⓪ %ILE	⑤⓪ %ILE
1ST QUARTILE	35 %ILE	32 %ILE	08 %ILE	13 %ILE	⑤⑦ %ILE	②⑤ %ILE

VOCABULARY

NUMBER OF STUDENTS TESTED	276	300	64	19	217	
3RD QUARTILE	83 %ILE	90 %ILE	47 %ILE	47 %ILE	92 %ILE	75 %ILE
MEDIAN	69 %ILE	70 %ILE	21 %ILE	24 %ILE	80 %ILE	50 %ILE
1ST QUARTILE	38 %ILE	37 %ILE	08 %ILE	10 %ILE	59 %ILE	25 %ILE

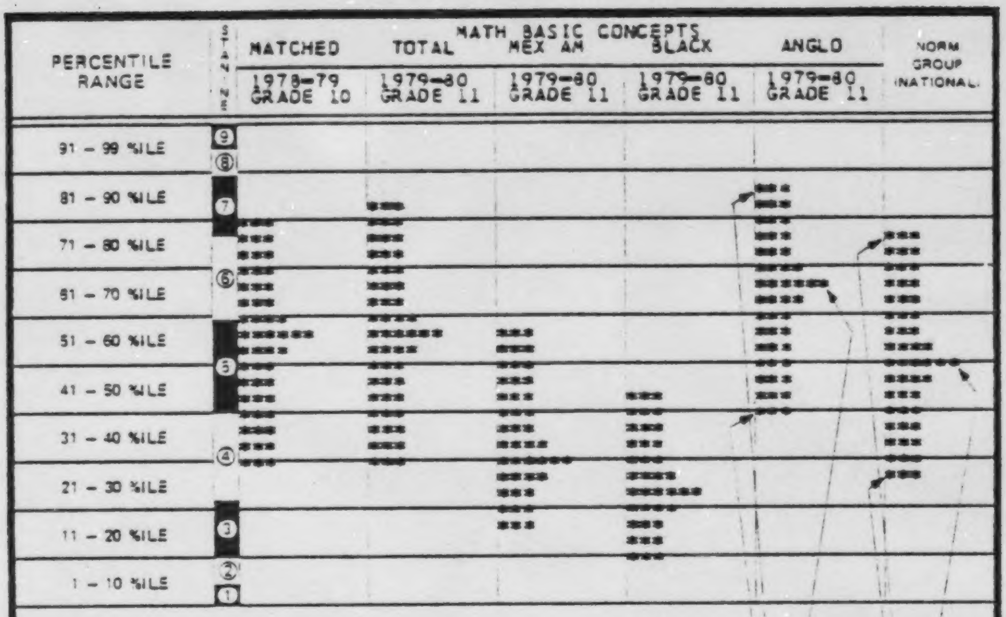
READING COMPREHENSION

NUMBER OF STUDENTS TESTED	276	300	64	19	217	
3RD QUARTILE	85 %ILE	88 %ILE	49 %ILE	51 %ILE	93 %ILE	75 %ILE
MEDIAN	67 %ILE	69 %ILE	30 %ILE	30 %ILE	80 %ILE	50 %ILE
1ST QUARTILE	40 %ILE	35 %ILE	12 %ILE	10 %ILE	56 %ILE	25 %ILE

COMMENTS: THE 78-79 MATCHED COLUMN SUMMARIZES THE 1978-79 CAT SCORES FOR THOSE STUDENTS WHO HAVE TEST RESULTS FOR BOTH 1978-79 AND 1979-80. THE 1978-79 CAT SCORES WERE CONVERTED TO ITBS PERCENTILES.

80.32
(80.21)

1980-81 GRADE: 12 ACHIEVEMENT PROFILE
SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS



	MATCHED 1978-79 GRADE 10	TOTAL 1979-80 GRADE 11	MEX AM 1979-80 GRADE 11	BLACK 1979-80 GRADE 11	ANGLO 1979-80 GRADE 11	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	2684	3316	593	448	2275	
3RD QUARTILE	80 %ILE	81 %ILE	57 %ILE	42 %ILE	86 %ILE	75 %ILE
MEDIAN	54 %ILE	57 %ILE	30 %ILE	22 %ILE	66 %ILE	50 %ILE
1ST QUARTILE	28 %ILE	28 %ILE	15 %ILE	10 %ILE	39 %ILE	25 %ILE

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

NUMBER OF STUDENTS TESTED						
3RD QUARTILE						
MEDIAN						
1ST QUARTILE						

COMMENTS. THE 1978-79 MATCHED COLUMN SUMMARIZES THE 1978-79 STEP SCORES FOR THOSE STUDENTS WHO HAVE TEST RESULTS FOR BOTH 1978-79 AND 1979-80.

80.32
(80.22)

Test Profiles

ABSTRACT

Title: Austin Independent School District Achievement Profiles By Ethnicity, 1979-80 Test Results for 1980-81 Projected Populations, Junior High Schools.

Contact Person: Kevin Matter

No. Pages: 138

Summary:

This volume is a tabular and graphic record of the Iowa Tests of Basic Skills (ITBS) results for 1979-80 by ethnicity for each junior high school in the Austin Independent School District. Where applicable, California Achievement Tests (CAT) results for 1978-79, converted into ITBS percentiles, are presented for purposes of comparison. Achievement summaries are presented separately for each grade, for each of three ethnic groups, based on the projected student population of each school for the 1980-81 school year. District summaries for the seventh and eighth grades are presented, also. ITBS results in the areas of reading, language, work-study skills, and math are reported. A foreword at the beginning of the volume is divided into two major sections:

1. A discussion of the limitations of the achievement data, including an explanation of which groups of students were exempted from the testing, a description of the testing situations, and the methods used for scoring the tests.

2. An explanation of how to read the tables, including a brief explanation of the way that median and quartile percentile scores are derived, both for a national norm group and for a particular group of local students.

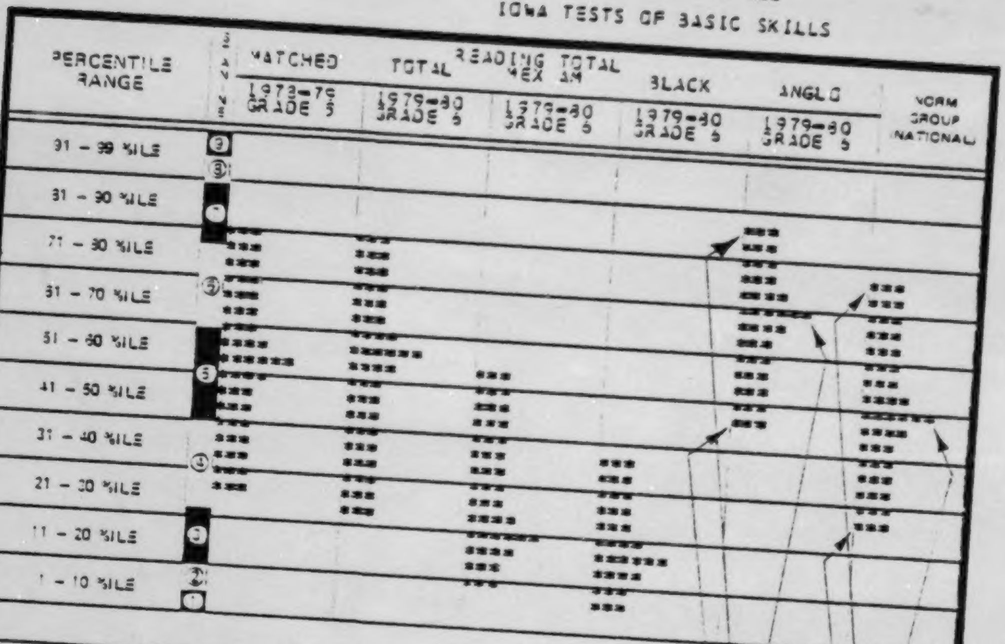
The school summary test scores are presented in tabular form, separately for each grade within each school, and separately for each skills test. Each table displays the median, first-quartile, and third-quartile scores for the school, grade, and test under consideration, for the 1980-81 projected population. Summary scores are reported for the total group and by ethnicity. Similar tables are presented for the District summaries, separately for the seventh and eighth grades and for each skills test.

On the following page is an example of an actual table displaying summary ITBS information in a sample skills area.

80.32
(80.22)

1980-81 GRADE: 7 ACHIEVEMENT PROFILE

IOWA TESTS OF BASIC SKILLS



	MATCHED 1973-79 GRADE 5	TOTAL 1979-80 GRADE 5	MEX AM 1979-80 GRADE 5	BLACK 1979-80 GRADE 5	ANGLO 1979-80 GRADE 5	NORM GROUP (NATIONAL)
NUMBER OF STUDENTS TESTED	273	325	61	49	215	
3RD QUARTILE	79 %ILE	79 %ILE	52 %ILE	35 %ILE	85 %ILE	75 %ILE
MEDIAN	53 %ILE	54 %ILE	20 %ILE	15 %ILE	69 %ILE	50 %ILE
1ST QUARTILE	25 %ILE	21 %ILE	08 %ILE	05 %ILE	49 %ILE	25 %ILE

VOCABULARY

NUMBER OF STUDENTS TESTED	276	326	62	49	215	
3RD QUARTILE	71 %ILE	30 %ILE	46 %ILE	38 %ILE	87 %ILE	75 %ILE
MEDIAN	58 %ILE	54 %ILE	23 %ILE	19 %ILE	68 %ILE	50 %ILE
1ST QUARTILE	37 %ILE	29 %ILE	09 %ILE	08 %ILE	47 %ILE	25 %ILE

READING COMPREHENSION

NUMBER OF STUDENTS TESTED	276	325	61	49	215	
3RD QUARTILE	72 %ILE	76 %ILE	50 %ILE	35 %ILE	84 %ILE	75 %ILE
MEDIAN	45 %ILE	50 %ILE	25 %ILE	14 %ILE	65 %ILE	50 %ILE
1ST QUARTILE	24 %ILE	23 %ILE	08 %ILE	06 %ILE	40 %ILE	25 %ILE

COMMENTS: THE 78-79 MATCHED COLUMN SUMMARIZES THE 1978-79 CAT SCORES FOR THOSE STUDENTS WHO HAVE TEST RESULTS FOR BOTH 1978-79 AND 1979-80. THE 1978-79 CAT SCORES WERE CONVERTED TO ITBS PERCENTILES.

80.32
(80.23)

Test Profiles

ABSTRACT

Title: Austin Independent School District Achievement Profiles By Ethnicity, 1979-80 Test Results for 1980-81 Projected Populations, Elementary Schools, Vols. I and II

Contact Person: Kevin Matter

No. Pages: 1218

Summary:

This volume is a tabular and graphic record of the Iowa Tests of Basic Skills (ITBS) results for 1979-80 by ethnicity for each elementary school in the Austin Independent School District. Where applicable, California Achievement Tests (CAT) results for 1978-79, converted into ITBS percentiles, are presented for purposes of comparison. Achievement summaries are presented separately for each grade, for each of three ethnic groups, based on the projected student population of each school for the 1980-81 school year. District summaries at each grade level are presented, also. ITBS results in the areas of reading, language, work-study skills, and math are reported. A foreword at the beginning of each volume is divided into two major sections:

1. A discussion of the limitations of the achievement data, including an explanation of which groups of students were exempted from the testing, a description of the testing situations, and the methods used for scoring the tests.
2. An explanation of how to read the tables, including a brief explanation of the way that median and quartile percentile scores are derived, both for a national norm group and for a particular group of local students.

The school summary test scores are presented in tabular form, separately for each grade within each school, and separately for each skills test. Each table displays the median, first-quartile, and third-quartile scores for the school, grade, and test under consideration, for the 1980-81 projected population. Summary scores are reported for the total group and by ethnicity. Similar tables are presented at the beginning of Volume I for the District summaries, separately for each elementary grade level and for each skills test.

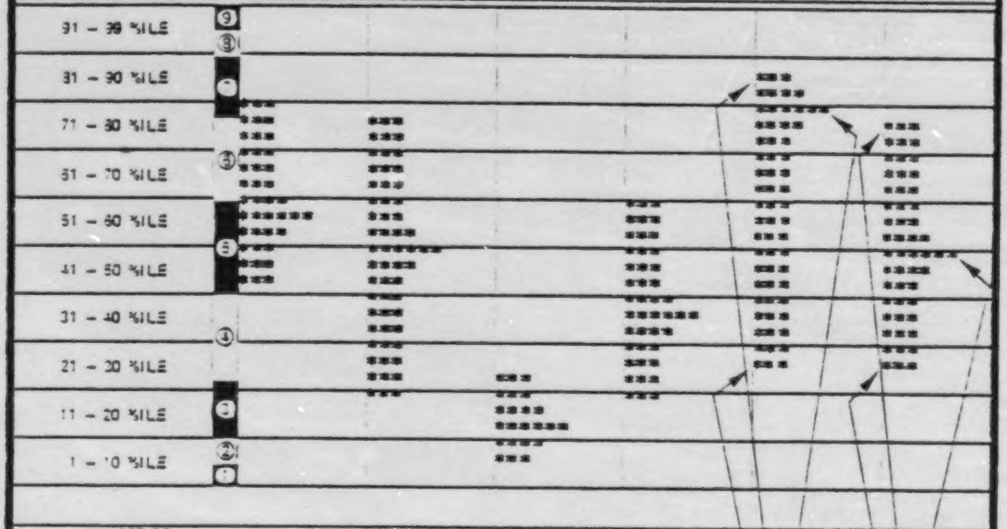
On the following page is an example of an actual table displaying summary ITBS information in a sample skills area.

80.32
(80.23)

SCHOOL XXX 1980-81 GRADE: 3 ACHIEVEMENT PROFILE

IOWA TESTS OF BASIC SKILLS

PERCENTILE RANGE	MATH TOTAL MATCHED 1978-79 GRADE 1	MATH TOTAL TOTAL 1979-80 GRADE 2	MATH TOTAL MEX AM 1979-80 GRADE 2	MATH TOTAL BLACK 1979-80 GRADE 2	MATH TOTAL ANGLO 1979-80 GRADE 2	NORM GROUP NATIONAL



	MATCHED 1978-79 GRADE 1	TOTAL 1979-80 GRADE 2	MEX AM 1979-80 GRADE 2	BLACK 1979-80 GRADE 2	ANGLO 1979-80 GRADE 2	NORM GROUP NATIONAL
NUMBER OF STUDENTS TESTED	69	93	3	45	40	
3RD QUARTILE	78 %ILE	77 %ILE	22 %ILE	59 %ILE	87 %ILE	75 %ILE
MEDIAN	56 %ILE	50 %ILE	11 %ILE	36 %ILE	78 %ILE	50 %ILE
1ST QUARTILE	41 %ILE	13 %ILE	04 %ILE	13 %ILE	27 %ILE	25 %ILE

MATH CONCEPTS

	MATCHED	TOTAL	MEX AM	BLACK	ANGLO	NORM GROUP NATIONAL
NUMBER OF STUDENTS TESTED		93	3	45	40	
3RD QUARTILE		78 %ILE	22 %ILE	56 %ILE	82 %ILE	75 %ILE
MEDIAN		50 %ILE	12 %ILE	34 %ILE	72 %ILE	50 %ILE
1ST QUARTILE		15 %ILE	07 %ILE	14 %ILE	38 %ILE	25 %ILE

MATH PROBLEMS

	MATCHED	TOTAL	MEX AM	BLACK	ANGLO	NORM GROUP NATIONAL
NUMBER OF STUDENTS TESTED		93	3	45	40	
3RD QUARTILE		71 %ILE	18 %ILE	60 %ILE	81 %ILE	75 %ILE
MEDIAN		43 %ILE	13 %ILE	33 %ILE	66 %ILE	50 %ILE
1ST QUARTILE		18 %ILE	13 %ILE	13 %ILE	33 %ILE	25 %ILE

COMMENTS: THE 78-79 MATCHED COLUMN SUMMARIZES THE 1978-79 CAT SCORES FOR THOSE STUDENTS WHO HAVE TEST RESULTS FOR BOTH 1978-79 AND 1979-80. THE 1978-79 CAT SCORES WERE CONVERTED TO ITBS PERCENTILES. NO SCORES FOR MATCHED STUDENTS ARE AVAILABLE FOR MATH CONCEPTS AND MATH PROBLEMS.

80.32
(80.60)

Brochure

ABSTRACT

Title: Achievement Testing in Austin Schools

Contact Person: Kevin Matter

No. Pages: 4

Summary:

This brochure describes the achievement tests and the language fluency tests used in the Austin Independent School District to measure the development of basic skills in math and reading and fluency in the English language. Included in the brochure are:

- the Boehm Test of Basic Concepts which is given to all kindergarten students,
- the Metropolitan Readiness Tests which is given to all first graders,
- the Iowa Tests of Basic Skills which is given to all first- through eighth-grade students,
- the Sequential Tests of Educational Progress which is given to all ninth- through twelfth-grade students,
- the Primary Acquisition of Language test which is used to measure students' fluency in oral English in kindergarten through sixth grade,
- the Comprehensive English Language Test which is used to measure students' fluency in oral English in grades seven through twelve,
- the Language Assessment Battery which is used in grades seven through twelve to measure language dominance, and
- a brief description of the relationship between Austin Independent School District's achievement testing program and the high school minimum competency graduation requirement.

Comment:

This is a revised edition of publication 79.10.

80.32
(80.63)

Miscellaneous Document ABSTRACT

Title: Packet for the Preparation of Students for the ITBS: Grades 3-8

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 13

Summary:

This packet is intended to help standardize the way that third-through eighth-grade students are prepared to take the Iowa Tests of Basic Skills. It consists of the objectives for three presentations plus the directions for the practice tests.

The documents, in the order they are to be presented, are:

1. Introduction to Standardized Testing
2. Testwiseness
3. Practice Test Manual
4. Being Prepared for Testing

Documents 1, 2, and 4 have scripts which teachers may use as a guide for presenting the objectives.

Comment:

- This is a revised edition of publication 79.19.
- See publication 80.70 for a similar document for grades 1 and 2.
- See publication 79.26 for more complete information on the AISD Practice Tests.

80.32
(80.64)

Miscellaneous Document ABSTRACT

Title: Guidelines for Test Administrators (Before, During, and After the ITBS)

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 2

Summary:

This handout is intended as a reminder for first- through eighth-grade teachers of:

- Essential elements of standardized testing procedures, especially ITBS procedures; and
- District policies related to standardized testing procedures.

It also provides some optional activities teachers may use to encourage good test-taking skills and guidelines for appropriate activities after the testing.

Comment:

This is a revised edition of publication 79.20.

80.32
(80.68)

Miscellaneous Document ABSTRACT

Title: Guidelines for Test Administrators - Sequential Tests of Educational Progress - Grades 9-12

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 2

Summary:

This handout is intended as a reminder for teachers in the senior high schools of:

- Essential elements of standardized testing procedures, especially for the STEP; and
- District policies related to testing procedures.

It also provides some optional activities teachers may use to encourage good test-taking skills and guidelines for appropriate activities after the testing.

Comment:

This is a revised edition of publication 79.29.

80.32
(80.70)

Miscellaneous Document ABSTRACT

Title: Packet for the Preparation of Students for the ITBS: Grades 1 and 2

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 11

Summary:

This packet is intended to help standardize the way that first- and second-grade students are prepared to take the Iowa Tests of Basic Skills. It consists of the objectives for three presentations plus the directions for the practice tests.

The documents, in the order they are to be presented are:

1. Introduction to Standardized Testing
2. Testwiseness
3. Practice Test Manual
4. Being Prepared for Testing

Documents 1, 2, and 4 have scripts which teachers may use as a guide for presenting the objectives.

Comments:

- This is a revised edition of publication 79.15.
- See publication 80.63 for a similar document for third through eighth graders.
- See publication 79.26 for more complete information on AISD Practice Tests.

80.32
(80.83)

Test Profiles

ABSTRACT

Title: Austin Independent School District Achievement Profiles, 1980-81: Vols. I and II, Elementary Schools (Iowa Tests of Basic Skills), Vol. III Junior High Schools (Iowa Tests of Basic Skills) and Senior High Schools (Sequential Tests of Educational Progress)

Contact Person: Kevin Matter, Glynn Ligon

No. Pages: 1150

Summary:

These volumes are tabular records of the results on the Iowa Tests of Basic Skills (ITBS) (grades 1-8) and the Sequential Tests of Educational Progress (STEP) (grades 9-12) for each school in the Austin Independent School District for 1980-81. Where applicable, results for 1979-80 (ITBS or STEP) are presented for purposes of comparison. District summaries at each grade level are presented, also. All achievement summaries are presented separately for each grade, for the total group, and for each of three ethnic groups. Achievement areas measured by the ITBS included reading, language, work-study skills (grades 3-8 only), math, and word analysis (grades 1 and 2 only). The STEP measured student skills in the areas of reading, English expression, math computation, math basic concepts, and social studies. A foreword at the beginning of each volume is divided into three major sections:

1. A discussion of the limitations of the achievement data, including an explanation of which groups of students were exempted from the testing, a description of the testing situations, and the methods used for scoring the tests.

2. An explanation of how to read the tables, including a brief explanation of the way that median and quartile percentile scores are derived, both for a national norm group and for a particular group of local students.

3. An explanation of the various characteristics of each school, that are reported along with the test data, in order to define the context in which the test scores were made. Included are the number of students enrolled in the school, the percent attendance, the pupil/teacher ratio, the percentage of low-income students, the ethnic distribution of the student body, and the major special programs operating in each school.

80.32
(80.83)

The school summary test scores are presented in tabular form, separately for each grade within each school, and separately for each skills area. Each table displays the median, first-quartile, and third-quartile scores for the school, grade, and test under consideration. These summary scores are reported for the total group and by ethnicity. Scores for matched groups (students who took the achievement tests the past two years) provide a means for comparing achievement over a two-year period. Similar tables are presented for the District summaries, separately for each grade and for each skills area. The elementary District summaries appear at the beginning of Volume I, with the junior and senior high District summaries at the beginning of Volume III.

The following pages are examples of a "School Characteristics Page," which serves as a cover page for the achievement tables for each school, and the actual tables displaying summary ITBS and STEP information.

SCHOOL CHARACTERISTICS

SCHOOL XXXX
(Grades 4-6)

	1980-81	1981-82	1982-83	1983-84	1984-85
MEMBERSHIP	550				
PERCENT ATTENDANCE	94				
PUPIL/ TEACHER RATIO (PTR)	27.9				
% LOW-INCOME STUDENTS	18.42				
ETHNIC DISTRIBUTION					
% H :	19				
% B :	15				
% A :	66				
MAJOR SPECIAL PROGRAMS	SCE				

BRIEF DEFINITION

MEMBERSHIP: The number of students on the current roll of the school (including regular and special education students) averaged for the entire year.

PERCENT ATTENDANCE: The percentage of students on the current roll who actually are present (including regular and special education students) averaged for the entire year.

PUPIL/TEACHER RATIO: The average number of students (regular and resource) per regular classroom teacher in the school.

% LOW-INCOME STUDENTS: The percent of students at the school who qualify for free and reduced lunch, based upon the third six-weeks membership.

ETHNIC DISTRIBUTION: The percent of enrolled students on October 1st who are Hispanic (H), Black (B), and Anglo/Other (A).

MAJOR SPECIAL PROGRAMS: Programs bringing additional resources to a number of schools in the District, having a direct effect on achievement, and operating in this school.

80.32
(80.83)

ACHIEVEMENT PROFILE: IOWA TESTS OF BASIC SKILLS APRIL, 1981 GRADE: 6 SCHOOL: A.I.S.D.

LANGUAGE TOTAL

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3095	3095	3541	779	779	876	539	539	605	1777	1777	2060
3RD Q	75 %ILE	83 %ILE	85 %ILE	84 %ILE	63 %ILE	65 %ILE	65 %ILE	61 %ILE	63 %ILE	61 %ILE	91 %ILE	93 %ILE	92 %ILE
MEDIAN	50 %ILE	59 %ILE	61 %ILE	61 %ILE	40 %ILE	44 %ILE	42 %ILE	40 %ILE	41 %ILE	41 %ILE	76 %ILE	75 %ILE	75 %ILE
1ST Q	25 %ILE	34 %ILE	38 %ILE	36 %ILE	19 %ILE	21 %ILE	21 %ILE	17 %ILE	20 %ILE	18 %ILE	52 %ILE	54 %ILE	52 %ILE

SPELLING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3095	3095	3554	779	779	882	539	539	608	1777	1777	2064
3RD Q	75 %ILE	81 %ILE	80 %ILE	80 %ILE	65 %ILE	70 %ILE	70 %ILE	76 %ILE	73 %ILE	70 %ILE	85 %ILE	86 %ILE	86 %ILE
MEDIAN	50 %ILE	61 %ILE	60 %ILE	58 %ILE	42 %ILE	46 %ILE	46 %ILE	46 %ILE	50 %ILE	50 %ILE	68 %ILE	70 %ILE	66 %ILE
1ST Q	25 %ILE	32 %ILE	35 %ILE	34 %ILE	21 %ILE	25 %ILE	22 %ILE	21 %ILE	26 %ILE	25 %ILE	46 %ILE	46 %ILE	43 %ILE

CAPITALIZATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1975-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3094	3095	3556	779	779	882	538	539	609	1777	1777	2065
3RD Q	75 %ILE	77 %ILE	80 %ILE	80 %ILE	55 %ILE	63 %ILE	63 %ILE	55 %ILE	59 %ILE	59 %ILE	84 %ILE	89 %ILE	87 %ILE
MEDIAN	50 %ILE	47 %ILE	59 %ILE	59 %ILE	32 %ILE	38 %ILE	38 %ILE	30 %ILE	34 %ILE	34 %ILE	69 %ILE	73 %ILE	67 %ILE
1ST Q	25 %ILE	24 %ILE	28 %ILE	28 %ILE	16 %ILE	19 %ILE	19 %ILE	16 %ILE	15 %ILE	15 %ILE	36 %ILE	48 %ILE	45 %ILE

PUNCTUATION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3094	3095	3559	779	779	882	538	539	608	1777	1777	2069
3RD Q	75 %ILE	87 %ILE	89 %ILE	86 %ILE	74 %ILE	72 %ILE	72 %ILE	64 %ILE	68 %ILE	68 %ILE	93 %ILE	94 %ILE	93 %ILE
MEDIAN	50 %ILE	64 %ILE	68 %ILE	65 %ILE	48 %ILE	51 %ILE	51 %ILE	44 %ILE	46 %ILE	46 %ILE	79 %ILE	81 %ILE	77 %ILE
1ST Q	25 %ILE	40 %ILE	43 %ILE	41 %ILE	26 %ILE	29 %ILE	29 %ILE	21 %ILE	26 %ILE	26 %ILE	59 %ILE	59 %ILE	59 %ILE

USAGE

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1975-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81	GRADE 5 MATCHED 1979-80	GRADE 6 MATCHED 1980-81	GRADE 6 ALL 1980-81
# TESTED		3094	3095	3560	779	779	883	538	539	608	1777	1777	2069
3RD Q	75 %ILE	83 %ILE	84 %ILE	81 %ILE	61 %ILE	60 %ILE	60 %ILE	55 %ILE	56 %ILE	56 %ILE	91 %ILE	89 %ILE	89 %ILE
MEDIAN	50 %ILE	60 %ILE	60 %ILE	60 %ILE	40 %ILE	42 %ILE	41 %ILE	35 %ILE	34 %ILE	34 %ILE	74 %ILE	74 %ILE	74 %ILE
1ST Q	25 %ILE	32 %ILE	34 %ILE	34 %ILE	21 %ILE	20 %ILE	20 %ILE	16 %ILE	17 %ILE	17 %ILE	55 %ILE	56 %ILE	56 %ILE

80.32
(80.83)

ACHIEVEMENT PROFILE: SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS APRIL,1981 GRADE: 11 SCHOOL: A.I.S.D.

READING

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81
# TESTED		2749	2749	3333	556	556	669	419	419	501	1774	1774	2143
3RD Q	75 %ILE	72 %ILE	72 %ILE	72 %ILE	45 %ILE	41 %ILE	41 %ILE	34 %ILE	31 %ILE	29 %ILE	81 %ILE	82 %ILE	82 %ILE
MEDIAN	50 %ILE	45 %ILE	41 %ILE	41 %ILE	21 %ILE	20 %ILE	20 %ILE	19 %ILE	12 %ILE	12 %ILE	61 %ILE	59 %ILE	57 %ILE
1ST Q	25 %ILE	18 %ILE	17 %ILE	17 %ILE	8 %ILE	10 %ILE	10 %ILE	6 %ILE	7 %ILE	6 %ILE	34 %ILE	32 %ILE	31 %ILE

ENGLISH EXPRESSION

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81
# TESTED		2749	2749	3331	556	556	670	419	419	501	1774	1774	2160
3RD Q	75 %ILE	67 %ILE	67 %ILE	67 %ILE	39 %ILE	37 %ILE	37 %ILE	32 %ILE	28 %ILE	29 %ILE	76 %ILE	80 %ILE	76 %ILE
MEDIAN	50 %ILE	39 %ILE	37 %ILE	37 %ILE	18 %ILE	16 %ILE	16 %ILE	14 %ILE	10 %ILE	9 %ILE	52 %ILE	54 %ILE	52 %ILE
1ST Q	25 %ILE	14 %ILE	13 %ILE	12 %ILE	7 %ILE	6 %ILE	6 %ILE	5 %ILE	5 %ILE	3 %ILE	28 %ILE	28 %ILE	28 %ILE

MATH COMPUTATION

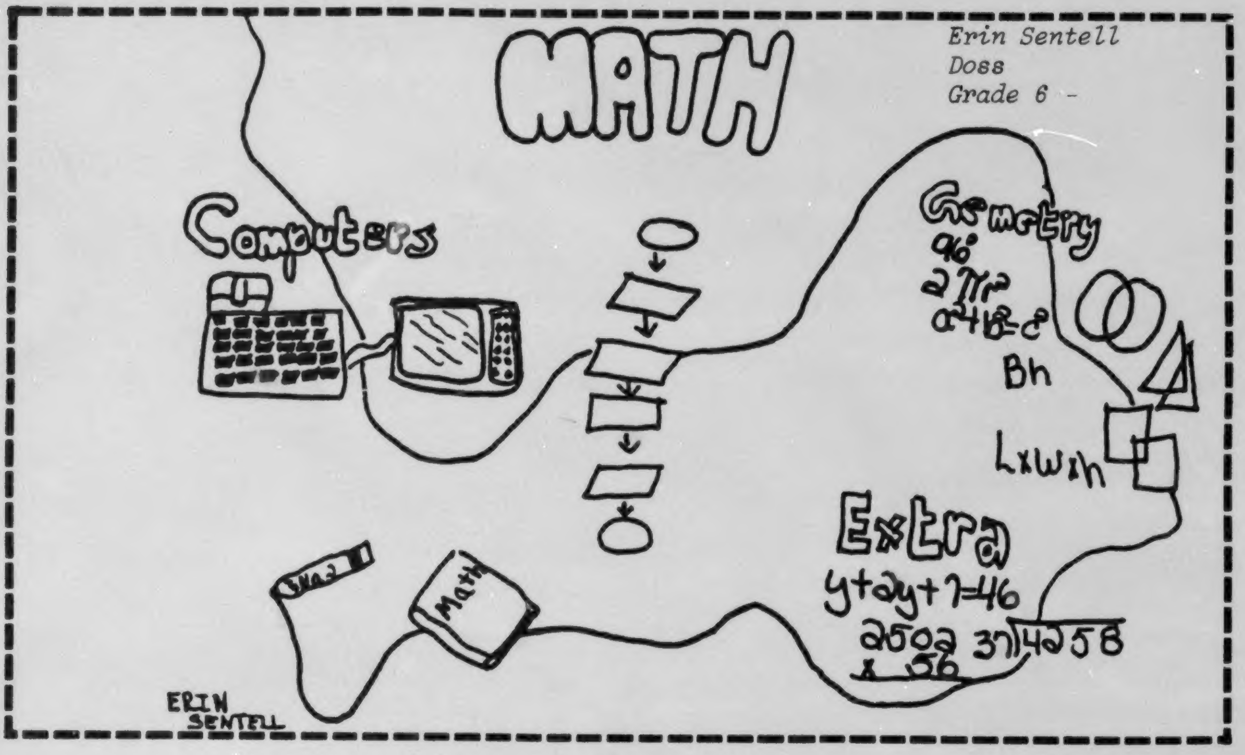
	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81
# TESTED		2749	2749	3317	556	556	665	419	419	500	1774	1774	2152
3RD Q	75 %ILE	78 %ILE	76 %ILE	73 %ILE	52 %ILE	49 %ILE	47 %ILE	41 %ILE	44 %ILE	41 %ILE	86 %ILE	85 %ILE	83 %ILE
MEDIAN	50 %ILE	52 %ILE	49 %ILE	47 %ILE	29 %ILE	32 %ILE	31 %ILE	25 %ILE	23 %ILE	23 %ILE	66 %ILE	63 %ILE	61 %ILE
1ST Q	25 %ILE	26 %ILE	26 %ILE	25 %ILE	15 %ILE	19 %ILE	18 %ILE	12 %ILE	11 %ILE	11 %ILE	39 %ILE	39 %ILE	39 %ILE

MATH BASIC CONCEPTS

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81
# TESTED		2749	2749	3318	556	556	664	419	419	498	1774	1774	2156
3RD Q	75 %ILE	80 %ILE	81 %ILE	79 %ILE	49 %ILE	54 %ILE	51 %ILE	41 %ILE	44 %ILE	39 %ILE	87 %ILE	89 %ILE	86 %ILE
MEDIAN	50 %ILE	51 %ILE	54 %ILE	51 %ILE	31 %ILE	30 %ILE	30 %ILE	23 %ILE	22 %ILE	22 %ILE	66 %ILE	70 %ILE	66 %ILE
1ST Q	25 %ILE	26 %ILE	26 %ILE	25 %ILE	12 %ILE	13 %ILE	13 %ILE	9 %ILE	10 %ILE	10 %ILE	41 %ILE	44 %ILE	39 %ILE

SOCIAL STUDIES

	NATIONAL NORM	ALL ETHNIC GROUPS			HISPANIC STUDENTS			BLACK STUDENTS			ANGLO AND OTHER STUDENTS		
		GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81	GRADE 10 MATCHED 1979-80	GRADE 11 MATCHED 1980-81	GRADE 11 ALL 1980-81
# TESTED		2749	2749	3329	556	556	671	419	419	501	1774	1774	2156
3RD Q	75 %ILE	70 %ILE	70 %ILE	67 %ILE	41 %ILE	41 %ILE	39 %ILE	32 %ILE	25 %ILE	24 %ILE	77 %ILE	79 %ILE	76 %ILE
MEDIAN	50 %ILE	41 %ILE	41 %ILE	37 %ILE	22 %ILE	21 %ILE	19 %ILE	15 %ILE	12 %ILE	11 %ILE	55 %ILE	54 %ILE	52 %ILE
1ST Q	25 %ILE	18 %ILE	15 %ILE	15 %ILE	10 %ILE	9 %ILE	9 %ILE	7 %ILE	6 %ILE	6 %ILE	32 %ILE	31 %ILE	29 %ILE


MATH
Computers
Gemetry
90°
2πr²
a²+b²=c²
Bh
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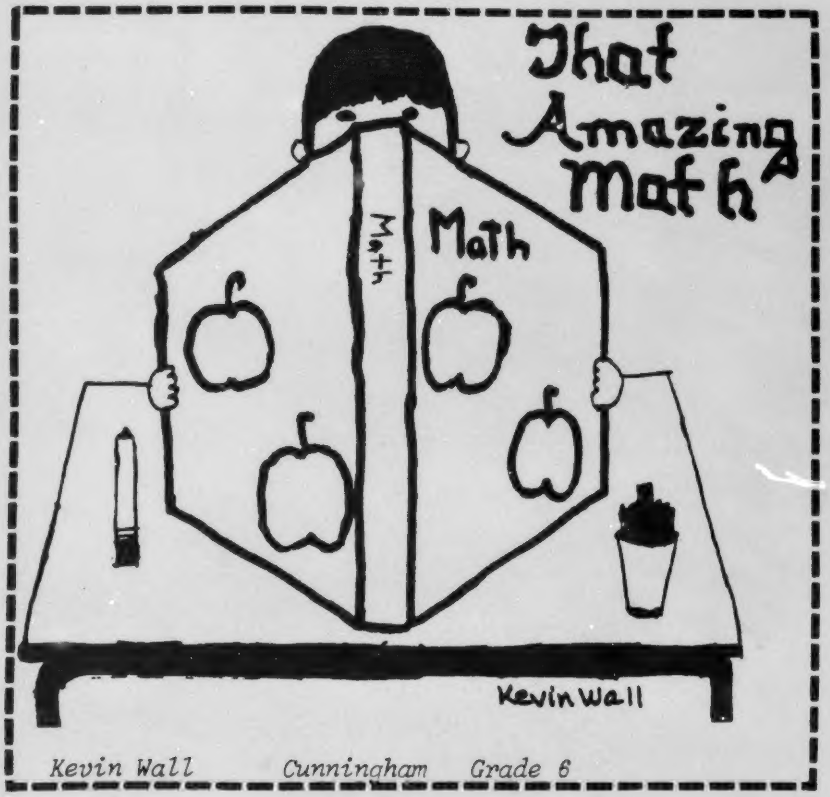
Math
ERIN SENTELL

Erin Sentell
Doss
Grade 6 -

Mathematics


That Amazing Math
Math
Math
Kevin Wall

Kevin Wall Cunningham Grade 6

Low S.E.S.
And
Minority
Student
Achievement

80.32

FINAL REPORT

Project Title: Low SES and Minority Student Achievement

Contact Persons: Glynn Ligon, Nancy Baenen, Kevin Matter

Major Positive Findings:

1. Due to the gains made by second through eighth graders, the gap between the achievement of minority students and the national average is slightly smaller this year. Each successive group of minority students appears to show a little higher achievement than the one before, although these students still achieve at levels below the national norm and fall farther behind with each passing grade.

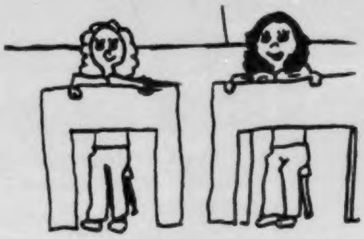
2. The gap between the achievement of AISD minority students and the 1970 national norm does not generally increase at the high school level. Although the differences between the achievement of Hispanic and Black students and the national norm continue to be great, there is some evidence of a slight closing of the gap for Hispanics on all tests from grades 9 to 12 and on three of the five tests for Black students.

3. The percentage of minority students at or above the fiftieth percentile is generally increasing, and the percentage below the twenty-fifth percentile is generally decreasing. The percent above the seventy-fifth percentile is increasing at grades one to eight, but not nine to twelve.

4. At the elementary and junior high levels, minority students this year showed their highest performance in mathematics and language. At the high school level, minority students showed their highest scores in Math Computation and Math Basic Concepts.

5. Minority students in AISD perform higher than the national urban norms for almost every test and grade level from 1-8.

6. Graduation rates for Black and Anglo students are higher this year than almost all years since 1972-73.



Karen Kaiser
Harris, Grade 4

Major Findings Requiring Action:

1. The differences between the achievement of minority students in AISD and the national norm continue to be great. This gap increases with each passing grade level from one to eight. The disparity is even greater if AISD Anglo and minority students are compared.

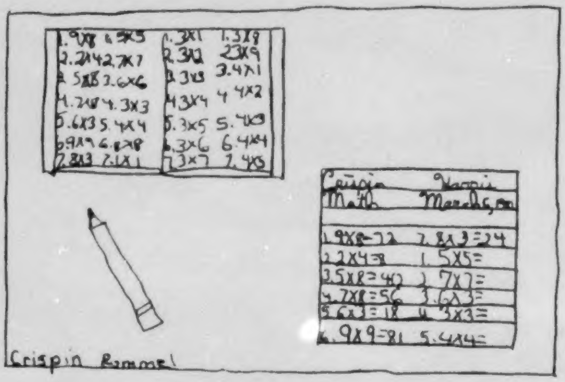
2. Based upon a comparison of the performance of students who took the STEP both during 1980 and 1981, this year's tenth graders improved overall. However, those now in grades eleven and twelve showed more losses than gains on the STEP subtests.

3. Minority students show the lowest achievement in grades one to eight in work-studies and reading. At the high school level, minorities score lowest in English expression.

4. Free or reduced-price lunch figures indicate that low socioeconomic status (SES) students perform lower on both the STEP and ITBS than higher SES students. Low SES Anglo students score higher on the tests than low SES minority students.

5. School leaver rates were up slightly for Black and Hispanic students. The rate for Hispanic students continues to be slightly higher than that for Black and Anglo students.

6. Teachers were much more uncertain in this first year of desegregation about whether the District's emphasis on low SES and minority student achievement has been effective in improving their performance. Last year, 89% thought the emphasis had helped, 2% were not sure, and 9% felt it had not helped. This year, only 29% felt it had been effective, 48% did not know, and 23% felt it had not been effective in improving low SES and minority student achievement.



Crispin Rummel
Harris, Grade 4

Evaluation Summary:

WHAT WERE THE MAJOR ACTIVITIES OF THE LOW SES AND MINORITY STUDENT ACHIEVEMENT EVALUATION THIS YEAR?

The first analysis of the overall achievement of low SES and minority students was conducted by the Office of Research and Evaluation in 1976-77. This analysis revealed that low SES/minority achievement levels at all grade levels were extremely low in comparison to nonminority and higher SES student achievement. The gap between minority and Anglo student achievement has been narrowed slightly in the past few years, but it is still wide and pervasive.

The monitoring of low SES and minority student achievement is very important this year for a number of reasons.

- Desegregation has changed the composition and organization of many schools.
- The improvement of low SES and minority student achievement is a major goal in AISD's accreditation plan.
- AISD has devoted considerable resources to the improvement of low SES and minority students' achievement (particularly at the elementary level).
- Large portions of AISD students are low SES and/or minority. As of October, 1980, about 27% of the District's 55,369 students were Hispanic, 19% were Black, and 54% were Anglo. About 36% (19,290) were participating in the free and reduced-price lunch program as of September, 1980.

This year's evaluation included information from a number of sources.

- Low SES and minority student achievement on the Iowa Tests of Basic Skills (ITBS) and the Sequential Tests of Educational Progress was monitored. Results by ethnicity were analyzed both for the total group and for only those who had taken the tests this year and last year (matched groups).
- School leaver and graduation rates were calculated from District records.
- Samples of AISD teachers and administrators were asked about low SES and minority student achievement. About 200 teachers and 128 administrators responded.
- Minority participation in the Scholastic Aptitude Test (SAT) and American College Test (ACT) was checked. These figures provide some indication of the number of minority students who are considering college.

WHAT IS THE GAP BETWEEN THE ACHIEVEMENT OF AISD MINORITY STUDENTS AND THE NATIONAL AVERAGE? HAS THIS GAP CHANGED ACROSS YEARS?

Iowa Tests of Basic Skills (ITBS) results for AISD students in grades 1 to 8 reveal that:

- AISD minority students at the elementary level score well below the national norm. Hispanics show slightly higher performance than Blacks.
- The gap between minority achievement and the national norm widens from grade 1 through grade 8 (see Figure 1). Minority students start out .1 to .3 years behind the national average at grade 1 (in terms of mean grade equivalent scores); they are 1.2 to 1.8 years behind by grade 8.

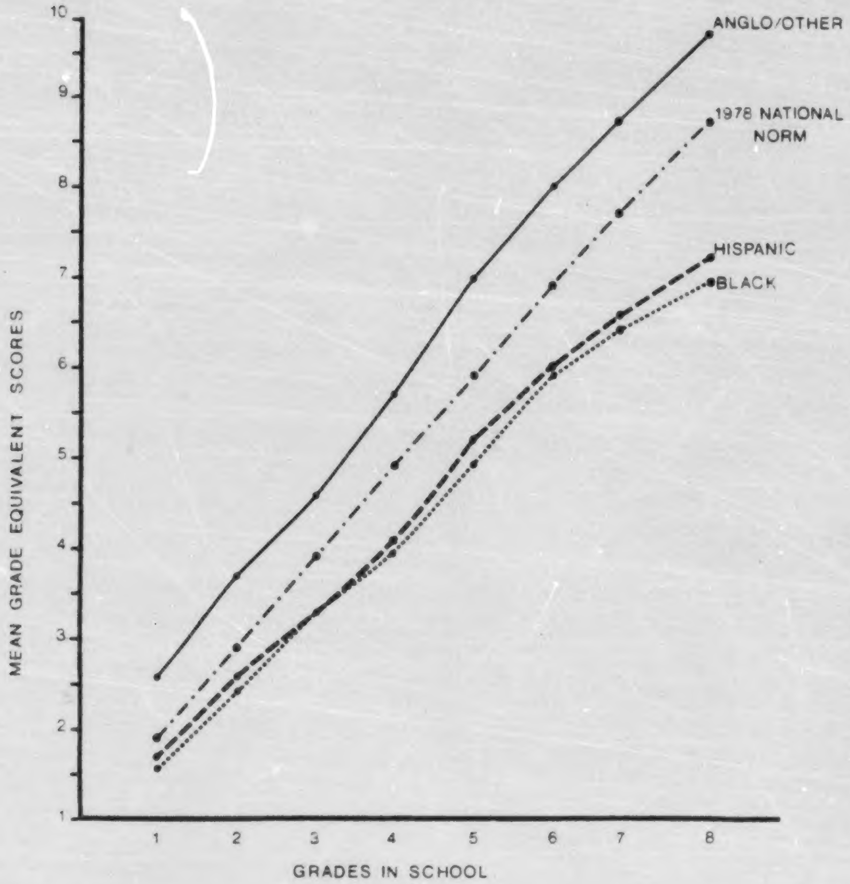


Figure 1. ITBS READING MEAN GRADE EQUIVALENT SCORES BY ETHNICITY AND GRADE.
Students were tested one month earlier in grades 7 and 8 than in other grades.

- Small gains were made by elementary minority students in grades 2 to 8. The percentage of minority students above the fiftieth and seventy-fifth percentiles increased this year for most tests and grade levels; the percentage below the twenty-fifth percentile generally decreased (see Figure 2).

+ = Percentage increase
0 = No change
- = Percentage decrease

T = Total Group
B = Black
H = Hispanic

PERCENTILE RANGES

Grade	1-25			50-99			75 - 99		
	T	B	H	T	B	H	T	B	H
3	0	-	-	-	+	+	0	+	0
4	0	-	-	-	+	-	-	0	-
5	-	0	-	+	+	+	+	0	+
6	-	-	-	+	+	+	+	+	+
7	-	-	-	+	+	+	+	+	+
8	-	-	-	+	+	+	+	+	+
Total +	0	0	0	4	6	5	4	4	4
Grades 3-8 0	2	1	0	0	0	0	1	2	1
-	4	5	6	2	0	1	1	0	1

Figure 2. ITBS READING TOTAL PERCENTILE RANGES. Change from 1980 to 1981. This comparison was not made for grades 1 and 2.

- Although the pattern of increasing differences between minority achievement and the national average continues to persist, it is slightly smaller this year compared to last year. Each successive group of elementary students seems to achieve at a slightly higher level then the previous group. Unfortunately, their scores still improve at a lower rate than the national average and they fall farther behind with each passing grade level.

- Minority students show the highest performance in the mathematics area, followed by language, work-studies, and finally reading. Black students actually exceed the national norm by .1 and .2 years in language at grade 3. Scores are the lowest in relation to the national norms in grades 5 through 8.

- AISD minority students show higher performance than the national urban norms for almost every test and grade level on the ITBS.

The ITBS scores by ethnicity and subtest are shown in Figure 3.

READING TOTAL

Grade	Ethnicity	Median Percentiles			Median Grade Equivalents			Mean Grade Equivalents		
		80	81	Change	80	81	Change	80	81	Change
1	Black	41	41	0	1.60	1.60	0	1.69	1.74	+.05
	Hispanic	47	47	0	1.70	1.70	0	1.76	1.76	0
	Anglo/Other	78	80	+2	2.50	2.60	+.10	2.44	2.54	+.10
	Total	62	62	0	2.10	2.10	0	2.12	2.14	+.02
2	Black	38	35	-3	2.50	2.40	-.10	2.47	2.48	+.01
	Hispanic	35	40	+5	2.40	2.60	+.20	2.45	2.63	+.18
	Anglo/Other	78	82	+4	3.60	3.70	+.10	3.47	3.59	+.12
	Total	58	60	+2	3.00	3.10	+.10	3.01	3.08	+.07
3	Black	30	35	+5	3.10	3.30	+.20	3.19	3.30	+.11
	Hispanic	35	35	0	3.30	3.30	0	3.33	3.37	+.04
	Anglo/Other	68	72	+4	4.50	4.60	+.10	4.46	4.50	+.04
	Total	55	53	-2	4.00	3.90	-.10	3.95	3.93	-.02
4	Black	23	25	+2	3.80	3.90	+.10	3.92	4.08	+.16
	Hispanic	31	31	0	4.10	4.10	0	4.24	4.21	-.03
	Anglo/Other	74	72	-2	5.80	5.70	-.10	5.76	5.71	-.05
	Total	58	54	-4	5.10	5.00	-.10	5.09	5.01	-.08
5	Black	25	25	0	4.80	4.80	0	4.88	4.92	+.04
	Hispanic	33	35	+2	5.10	5.20	+.10	5.06	5.23	+.17
	Anglo/Other	72	75	+3	6.80	7.00	+.20	6.77	6.98	+.21
	Total	57	59	+2	6.10	6.20	+.10	6.07	6.20	+.13
6	Black	21	28	+7	5.40	5.80	+.40	5.51	5.83	+.32
	Hispanic	27	32	+5	5.70	6.00	+.30	5.76	6.04	+.28
	Anglo/Other	70	74	+4	7.80	8.00	+.20	7.78	7.97	+.19
	Total	52	57	+5	6.90	7.10	+.20	6.92	7.13	+.21
7	Black	20	27	+7	5.90	6.40	+.50	6.04	6.42	+.38
	Hispanic	23	30	+7	6.10	6.60	+.50	6.32	6.65	+.33
	Anglo/Other	67	71	+4	8.60	8.70	+.10	8.43	8.62	+.19
	Total	50	52	+2	7.70	7.80	+.10	7.53	7.76	+.23
8	Black	18	22	+4	6.60	6.90	+.30	6.82	7.04	+.22
	Hispanic	24	26	+2	7.00	7.20	+.20	7.18	7.38	+.20
	Anglo/Other	68	71	+3	9.70	9.80	+.10	9.42	9.58	+.16
	Total	48	52	+4	8.50	8.80	+.30	8.40	8.63	+.23

SPELLING/LANGUAGE TOTAL
(Grades 1 and 2 only) (Grades 3-8 only)

Grade	Ethnicity	Median Percentiles			Median Grade Equivalents			Mean Grade Equivalents		
		80	81	Change	80	81	Change	80	81	Change
1	Black	46	46	0	1.70	1.70	0	1.88	2.00	+.12
	Hispanic	46	46	0	1.70	1.70	0	1.91	1.95	+.04
	Anglo/Other	66	75	+ 9	2.30	2.70	+.40	2.55	2.75	+.20
	Total	55	61	+ 6	1.90	2.10	+.20	2.25	2.36	+.11
2	Black	47	53	+ 6	2.70	2.90	+.20	2.92	3.05	+.13
	Hispanic	43	47	+ 4	2.60	2.70	+.10	2.78	2.97	+.19
	Anglo/Other	70	75	+ 5	3.60	3.90	+.30	3.67	3.76	+.09
	Total	59	63	+ 4	3.10	3.30	+.20	3.30	3.38	+.08
3	Black	44	49	+ 5	3.60	3.80	+.20	3.72	3.85	+.13
	Hispanic	46	51	+ 5	3.70	3.90	+.20	3.76	3.93	+.17
	Anglo/Other	76	78	+ 2	5.00	5.10	+.10	4.85	4.93	+.08
	Total	65	65	0	4.50	4.50	0	4.38	4.43	+.05
4	Black	35	44	+ 9	4.20	4.60	+.40	4.30	4.66	+.36
	Hispanic	42	49	+ 7	4.50	4.80	+.30	4.61	4.74	+.13
	Anglo/Other	74	74	0	6.00	6.00	0	5.97	6.04	+.07
	Total	60	62	+ 2	5.30	5.40	+.10	5.37	5.44	+.07
5	Black	38	40	+ 2	5.20	5.30	+.10	5.29	5.43	+.14
	Hispanic	40	46	+ 6	5.30	5.60	+.30	5.38	5.67	+.29
	Anglo/Other	74	79	+ 5	7.10	7.40	+.30	6.96	7.23	+.27
	Total	59	65	+ 6	6.30	6.60	+.30	6.33	6.54	+.21
6	Black	32	41	+ 9	5.80	6.30	+.50	5.86	6.27	+.41
	Hispanic	36	42	+ 6	6.00	6.40	+.40	6.08	6.47	+.39
	Anglo/Other	68	75	+ 7	7.90	8.30	+.40	7.86	8.20	+.34
	Total	54	61	+ 7	7.10	7.50	+.40	7.10	7.44	+.34
7	Black	25	35	+10	5.90	6.60	+.70	6.18	6.76	+.58
	Hispanic	31	39	+ 8	6.30	6.90	+.60	6.53	6.98	+.45
	Anglo/Other	67	71	+ 4	8.70	9.00	+.30	8.43	8.75	+.32
	Total	51	57	+ 6	7.70	8.10	+.40	7.61	7.97	+.36
8	Black	22	29	+ 7	6.60	7.10	+.50	6.94	7.39	+.45
	Hispanic	31	34	+ 3	7.30	7.50	+.20	7.37	7.74	+.37
	Anglo/Other	64	71	+ 7	9.60	10.10	+.50	9.41	9.75	+.34
	Total	49	58	+ 9	8.60	9.20	+.60	8.47	8.88	+.41

Figure 3. ITBS RESULTS BY TEST FOR GRADES 1 TO 8: 1980-81.
(Page 1 of 2)

WORD ANALYSIS/WORK-STUDY TOTAL
(Grades 1 & 2 only) (Grades 3-8 only)

		Median Percentiles			Median Grade Equivalents			Mean Grade Equivalents		
Grade	Ethnicity	80	81	Change	80	81	Change	80	81	Change
1	Black	46	42	- 4	1.70	1.60	-.10	1.78	1.78	0
	Hispanic	50	46	- 4	1.80	1.70	-.10	1.86	1.82	-.04
	Anglo/Other	75	75	0	2.50	2.50	0	2.56	2.66	+.10
	Total	65	61	- 4	2.20	2.10	-.10	2.23	2.22	-.01
2	Black	38	41	+ 3	2.40	2.50	+.10	2.55	2.59	+.04
	Hispanic	41	44	+ 3	2.50	2.60	+.10	2.62	2.79	+.17
	Anglo/Other	75	75	0	3.70	3.70	0	3.74	3.82	+.08
	Total	62	62	0	3.20	3.20	0	3.22	3.26	+.04
3	Black	33	36	+ 3	3.20	3.30	+.10	3.28	3.36	+.08
	Hispanic	39	39	0	3.40	3.40	0	3.48	3.51	+.03
	Anglo/Other	71	71	0	4.50	4.50	0	4.41	4.42	+.01
	Total	57	54	- 3	4.00	3.90	-.10	3.97	3.95	-.02
4	Black	28	31	+ 3	3.90	4.00	+.10	3.98	4.11	+.13
	Hispanic	41	41	0	4.40	4.40	0	4.42	4.41	-.01
	Anglo/Other	73	73	0	5.70	5.70	0	5.67	5.69	+.02
	Total	58	58	0	5.10	5.10	0	5.10	5.06	-.04
5	Black	33	33	0	5.00	5.00	0	5.06	5.03	-.03
	Hispanic	42	44	+ 2	5.40	5.50	+.10	5.32	5.48	+.16
	Anglo/Other	70	77	+ 7	6.70	7.00	+.30	6.71	6.93	+.22
	Total	57	62	+ 5	6.10	6.30	+.20	6.12	6,25	+.13
6	Black	29	29	0	5.70	5.70	0	5.71	5.82	+.11
	Hispanic	30	41	+11	5.80	6.30	+.50	5.93	6.28	+.35
	Anglo/Other	68	71	+ 3	7.60	7.80	+.20	7.59	7.84	+.25
	Total	54	58	+ 4	6.90	7.10	+.20	6.88	7.11	+.23
7	Black	22	29	+ 7	6.00	6.40	+.40	6.07	6.54	+.47
	Hispanic	26	33	+ 7	6.20	6.70	+.50	6.41	6.81	+.40
	Anglo/Other	64	69	+ 5	8.40	8.70	+.30	8.18	8.46	+.28
	Total	46	52	+ 6	7.40	7.70	+.30	7.41	7.73	+.32
8	Black	19	25	+ 6	6.60	7.00	+.40	6.72	7.07	+.35
	Hispanic	28	30	+ 2	7.20	7.30	+.10	7,26	7.48	+,22
	Anglo/Other	63	70	+ 7	9.40	9.80	+.40	9.20	9.43	+,23
	Total	45	49	+ 4	8.30	8.60	+.30	8.27	8.57	+.30

MATH TOTAL

		Median Percentiles			Median Grade Equivalents			Mean Grade Equivalents		
Grade	Ethnicity	80	81	Change	80	81	Change	80	81	Change
1	Black	33	33	0	1.50	1.50	0	1.37	1.56	-.01
	Hispanic	38	38	0	1.60	1.60	0	1.64	1.70	+.06
	Anglo/Other	66	71	+5	2.10	2.20	+.10	2.11	2.19	+.08
	Total	50	56	+6	1.80	1.90	+.10	1.88	1.91	+.03
2	Black	31	31	0	2.40	2.40	0	2.47	2.47	0
	Hispanic	36	41	+5	2.50	2.60	+.10	2.55	2.66	+.11
	Anglo/Other	63	67	+4	3.10	3.20	+.10	3.16	3.21	+.05
	Total	50	50	0	2.80	2.80	0	2.87	2.89	+.02
3	Black	31	35	+4	3.30	3.40	+.10	3.36	3.40	+.04
	Hispanic	35	35	0	3.40	3.40	0	3.49	3.55	+.06
	Anglo/Other	68	68	0	4.30	4.30	0	4.24	4.24	0
	Total	54	54	0	3.90	3.90	0	3.89	3.87	-.02
4	Black	28	31	+3	4.10	4.20	+.10	4.14	4.23	+.09
	Hispanic	38	38	0	4.40	4.40	0	4.44	4.39	-.05
	Anglo/Other	72	69	-3	5.50	5.40	-.10	5.47	5.41	-.06
	Total	57	54	-3	5.00	4.90	-.10	5.01	4.92	-.09
5	Black	28	31	+3	5.00	5.10	+.10	5.08	5.12	+.04
	Hispanic	37	39	+2	5.30	5.40	+.10	5.37	5.42	+.05
	Anglo/Other	68	73	+5	6.50	6.70	+.20	6.54	6.66	+.12
	Total	53	55	+2	5.90	6.00	+.10	6.04	6.10	+.06
6	Black	26	29	+3	5.80	5.90	+.10	5.92	5.98	+.06
	Hispanic	34	38	+4	6.10	6.30	+.20	6.19	6.38	+.19
	Anglo/Other	72	72	0	7.70	7.70	0	7.65	7.73	+.08
	Total	56	59	+3	7.00	7.10	+.10	7.02	7.10	+.08
7	Black	22	30	+8	6.30	6.70	+.40	6.52	6.84	+.32
	Hispanic	32	36	+4	6.80	7.00	+.20	6.93	7.13	+.20
	Anglo/Other	71	71	0	8.60	8.60	0	8.39	8.43	+.04
	Total	51	55	+4	7.70	7.90	+.20	7.73	7.84	+.11
8	Black	19	23	+4	7.00	7.30	+.30	7.18	7.44	+.26
	Hispanic	29	32	+3	7.60	7.80	+.20	7.71	7.88	+.17
	Anglo/Other	66	71	+5	9.40	9.60	+.20	9.27	9.37	+.10
	Total	49	51	+2	8.60	8.70	+.10	8.51	8.69	+.18

Figure 3. ITBS RESULTS BY TEST FOR GRADES 1 TO 8: 1980-81.
(continued, page 2 of 2)

Sequential Tests of Educational Progress (STEP) results for high school students indicate that:

- AISD's minority students perform substantially below the 1970 national norm. Median percentile scores range from 11 to 32. These scores are 18 to 39 points below the national average.

- The gap between the achievement of Hispanic students and the 1970 national norm decreases slightly from grades nine to twelve; it also narrows slightly for Blacks on two of the five tests. Hispanic students' scores are slightly higher than those for Blacks on the STEP. Math Basic Concepts scores increased the most across grades.

- The percentage of Black and Hispanic students at or above the fiftieth percentile is increasing, while the percentage below the twenty-fifth percentile is decreasing. However, the percentage of minority students above the seventy-fifth percentile has stayed the same for many tests. Black percentages have increased in six and decreased in four instances, while Hispanic percentages have increased in six and decreased in seven instances (see Figure 4).

+ = Percentage increase
0 = No change
− = Percentage decrease

T = Total Group
B = Black
H = Hispanic

Grade		1-25			50-99			75-99		
		T	B	H	T	B	H	T	B	H
Total Grades 9-12	+	7	4	6	9	14	10	4	6	6
	0	6	2	3	4	2	2	6	10	7
	−	7	14	11	7	4	8	10	4	7

Figure 4. STEP PERCENTILE RANGE SCORE CHANGES. Shows number of tests on which increases and decreases in scores have occurred from spring 1980 to spring 1981 by ethnic group across grades 9-12. Percentile ranges are based on 1970 norms.

- Minority students achieve the highest scores in Math Computation and Math Basic Concepts, and the lowest in English Expression.
- Test scores for students who took the STEP both in 1980 and 1981 revealed tenth graders' scores increased on more tests than they decreased. Students now in eleventh and twelfth grade, however, showed more losses than gains.
- Since the 1970 norms are quite old, a special conversion to 1978 norms using grade equivalent scores was done by ORE for Reading only. Figure 5 illustrates the pattern of achievement in Reading compared to the 1978 norms. While still below, minority performance is closer to the national average. However, the 1978 norms and grade equivalent scores reveal a different pattern of reading achievement than the 1970 norms and percentile scores. The gap between minority achievement and the national norm does not widen in Reading when the 1970 norms are used; it does widen when the 1978 norms are utilized.

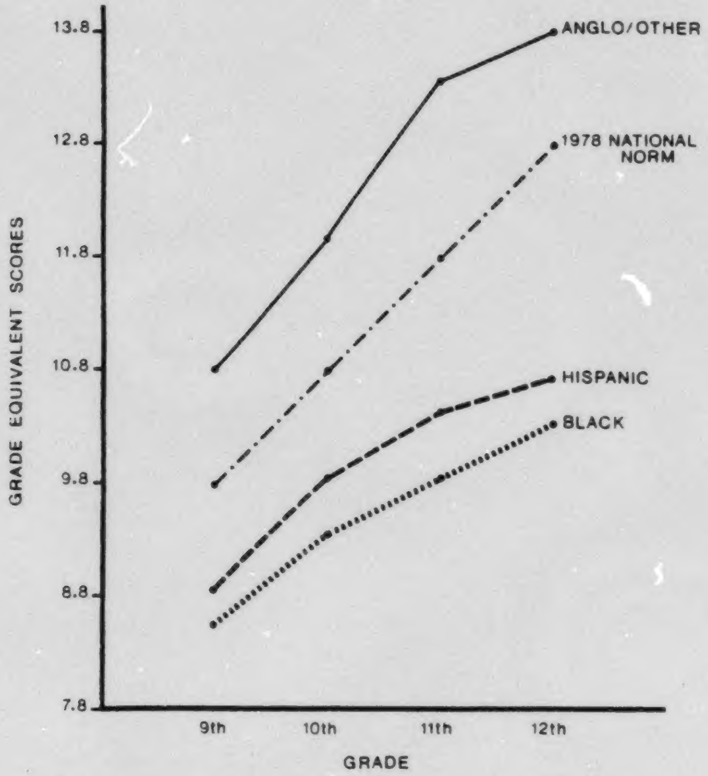


Figure 5. STEP READING GRADE EQUIVALENT SCORES BY GRADE AND ETHNICITY: SPRING, 1981. National norms and grade equivalent scores were projected from 1970 norms and scores. Since students were tested in the eighth month of the school year, they would be expected to score at the 9.8, 10.8, 11.8, and 12.8 level.

80.32

Figure 6 includes STEP median percentile scores by ethnicity **and test since** 1975-76. Percentile scores are based on 1970 norms.

GRADE	ETHNICITY	READING							ENGLISH EXPRESSION							MATH COMPUTATION							MATH BASIC CONCEPTS							SOCIAL STUDIES						
		75-76	76-77	77-78	78-79	79-80	80-81	81-82	75-76	76-77	77-78	78-79	79-80	80-81	81-82	75-76	76-77	77-78	78-79	79-80	80-81	81-82	75-76	76-77	77-78	78-79	79-80	80-81	81-82	75-76	76-77	77-78	78-79	79-80	80-81	81-82
9	BLACK	12	12	16	14	14	16		11	9	10	10	11	11		10	13	14	14	14	18		17	17	17	15	17	17		13	13	12	13	12	13	
	HISP.	14	14	16	16	19	18		11	11	11	11	12	15		17	17	17	20	22	25		22	22	17	17	22	22		13	15	15	15	17	15	
	ANGLO	52	52	54	52	52	52		41	44	44	44	44	44		48	52	53	53	55	57		54	59	54	54	54	54		45	51	45	45	45	48	
	OTHER	*	41	38	38	14	30		*	31	31	26	14	21		*	35	35	39	52	52		*	42	37	37	37	37		*	34	36	27	21	36	
	TOTAL	33	38	38	33	33	33		29	29	29	24	26	26		31	35	35	35	39	39		42	42	37	34	37	37		32	34	32	27	30	30	
10	BLACK	11	13	13	13	13	13		9	9	10	11	11	11		12	16	14	19	20	19		23	23	16	18	18	18		12	12	12	15	14	15	
	HISP.	16	16	18	18	18	21		12	15	14	17	14	18		21	21	21	26	29	32		28	28	26	26	28	28		20	20	20	22	22	22	
	ANGLO	53	58	58	58	56	53		41	45	50	50	50	50		55	55	57	59	61	61		62	62	62	62	62	62		53	56	53	53	53	50	
	OTHER	*	47	42	37	23	23		*	34	34	28	18	22		*	36	43	35	41	64		*	49	47	41	49	54		*	41	36	34	34	27	
	TOTAL	39	42	42	42	42	37		32	34	34	34	34	34		39	39	41	43	43	43		49	49	47	44	44	44		38	41	36	38	36	34	
11	BLACK	11	12	15	12	17	12		7	10	11	10	12	9		12	14	18	19	21	23		17	22	22	22	22	22		11	11	14	12	15	11	
	HISP.	17	20	20	20	22	20		15	15	15	15	16	16		23	21	29	29	32	31		26	30	30	28	30	30		19	19	21	19	23	19	
	ANGLO	54	57	57	57	59	57		46	50	48	52	52	52		58	61	58	61	61	61		62	65	63	66	66	66		54	59	50	54	54	52	
	OTHER	*	41	39	41	22	39		*	33	32	33	21	22		*	44	47	47	56	71		*	44	51	48	46	73		*	41	41	39	19	44	
	TOTAL	41	47	44	41	47	41		33	33	35	37	37	37		44	47	46	47	49	47		48	54	54	54	57	51		44	44	39	41	41	37	
12	BLACK	13	11	15	13	13	15		11	8	8	7	8	13		12	14	12	14	14	18		15	23	23	21	19	25		11	12	11	13	10	14	
	HISP.	17	23	19	17	19	21		15	18	16	16	17	18		20	23	23	26	25	26		23	32	27	32	27	32		17	24	19	20	19	22	
	ANGLO	53	59	55	53	59	53		44	50	50	50	52	50		56	64	60	60	62	56		61	68	64	66	68	64		56	63	53	53	53	51	
	OTHER	*	39	45	32	17	23		*	36	32	25	23	18		*	45	51	51	74	58		*	53	50	57	78	53		*	44	44	40	27	31	
	TOTAL	45	48	41	43	48	41		38	42	34	38	40	40		48	51	46	51	49	48		53	57	53	55	55	53		46	51	40	42	44	40	

*1975-76 percentile scores for Anglo include "Other" category of students.

Figure 6. STEP MEDIAN PERCENTILE SCORES BY ETHNICITY: 1975-76 THROUGH 1980-81. Scores are based on 1970 norms.

WHAT IS THE GAP BETWEEN THE ACHIEVEMENT OF MAJORITY AND MINORITY STUDENTS IN AISD?

An examination of ITBS scores for AISD first through eighth graders reveals that:

- The pattern of differences for Anglo and minority students in AISD roughly parallels that for AISD minority students and the national average, except the differences are greater in magnitude.

- In terms of mean grade equivalent scores, minorities' scores are .6 to .9 years lower than Anglo students at grade one; by grade eight they are 1.7 to 2.4 years lower. The gap is smallest for Math Total and largest for Reading Total scores.

- Majority and minority students tested both during 1980 and 1981 have made small gains in achievement overall. Generally, minority students have shown slightly larger percentile gains than Anglo students.

Test results for the Sequential Tests of Educational Progress suggest that:

- The gap between the percentile scores of minority and Anglo students does not generally widen at the high school level. Overall, it widens slightly at grades ten and eleven and then decreases at grade twelve. The gap between the achievement of Hispanic and Anglo students is somewhat smaller than that for Anglo and Black students. The gap decreases in size for Hispanic students in Reading, Math Computation, and Social Studies. For Blacks, this occurs only in Math Computation; the gap increases very slightly on the other tests.

- The gap between the achievement of Anglos and Hispanics is smallest in Math Computation and Social Studies. This gap is smallest for Blacks in Social Studies and English Expression.

- A comparison of students tested in both 1980 and 1981 reveals that those now in tenth grade showed the greatest improvement; Anglos improved most, followed by Hispanic, and finally Black students. Minority and majority students in grades eleven and twelve showed more losses than gains since last year. The losses are most pervasive at grade twelve.

WHAT ARE THE ACHIEVEMENT LEVELS OF STUDENTS RECEIVING FREE OR REDUCED-PRICE LUNCHES COMPARED TO OTHER STUDENTS?

- Students who receive free or reduced-price lunches show lower achievement levels on the STEP and ITBS than those who do not. If participation in the free or reduced-price lunch program is considered a rough indicator of low socio-economic status, these results indicate that higher SES students show higher achievement on standardized tests in AISD than lower SES students.

- When those on free or reduced-price lunches are separated into ethnic groups, Anglo students show higher scores than **minority** students. Hispanic students outscore Black students in ten cases, tie in four cases, and achieve lower scores in two cases. Differences between the performance of Hispanic and Black students are smaller than the differences between minority and Anglo students.

- Higher SES Anglo students earn the highest scores on the ITBS and STEP, followed by low SES Anglo students. Higher SES minority students show the next highest scores, followed by lower SES minority students.

WHAT ARE THE SCHOOL LEAVER RATES FOR MAJORITY AND MINORITY STUDENTS?

School leavers are students who withdraw from AISD before graduating and do not go to other schools. Leavers also include students who stop coming to school without officially withdrawing.

- During 1980-81, 286 Black, 523 Hispanic, and 700 Anglo students in AISD left school. These school leavers represent 3.0% of the Black, 3.8% of the Hispanic, and 2.5% of the Anglo students in grades K-12. Thus, school leaver rates are highest for Hispanic, followed by Black, and then Anglo students.

- The school leaver rates are up slightly for Blacks and Hispanics and down slightly for Anglo students compared to last year.

	1979-80		1980-81	
	%	#	%	#
Black	2.71	271	3.0	286
Hispanic	3.41	503	3.8	523
Anglo & Other	2.73	767	2.5	700

Figure 7. SCHOOL LEAVER RATES BY ETHNICITY: 1980 & 81.

WHAT ARE THE GRADUATION RATES FOR MINORITY AND MAJORITY STUDENTS?

Graduation rates are expressed in terms of the percentage of ninth through twelfth grade membership, since students do not have to be classified as seniors to graduate. A review of the graduation figures by ethnicity reveals the following:

- During 1980-81, 15.4% of the Black, 15.0% of the Hispanic, and 22.7% of the Anglo high school students graduated. Graduation rates for minority students are thus lower than those for Anglo students.

- If this year's rates are compared to those from 1972-73 on, the rate for Blacks is higher than every year but one, the rate for Hispanics is higher than about half of the previous years, and the rate for Anglos is higher than all previous years.

DO TEACHERS FEEL THE EMPHASIS ON LOW SES AND MINORITY STUDENT ACHIEVEMENT HAS IMPROVED THESE STUDENTS' PERFORMANCE?

- About 29% of the teachers surveyed this year felt the emphasis on low SES and minority student achievement had been effective in improving these students' achievement. Almost half (48%) were not sure, and 23% felt it had not been effective. Teachers were much more uncertain about this question during this first year of desegregation than they were last year, when 89% said they thought the emphasis had helped these students' performance, and only 2% responded that they did not know whether it had helped.

- About 55% of the administrators who were surveyed felt the emphasis on low SES and minority student achievement had been effective in improving the performance of these students.

WHAT ARE THE PARTICIPATION RATES FOR MINORITY STUDENTS ON THE SAT AND ACT?

Participation rates for AISD minority students on the American College Test (ACT) and the Scholastic Aptitude Test (SAT) are as follows:

- In 1979-80, the AISD ACT sample had a greater percentage of Black (14%) and Mexican American students (11%) than the national sample (which included 8% Blacks and 2% Mexican Americans). The percentage of minority students taking the ACT has increased nationally and in AISD since 1972-73. The AISD sample has increased from 16% to 27% of those taking the test over this time period.

- The 1979-80 SAT sample in AISD had a larger percentage of Mexican American (8%) and a smaller percentage of Black (5%) students than the national sample (which had 2% Mexican American and 9% Black students). Minority participation on the SAT has increased only slightly since 1971-72.

80.32
(80.15)

Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: 1980-81 Low Socioeconomic Status and Minority Student Achievement

Contact Person: Nancy Baenen, Kevin Matter

No. Pages: 12

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I. Evaluation Design Review Form	This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
II. Narrative Summary A. Program Summary B. Evaluation Summary	This chapter briefly describes the project and the evaluation activities tied to the project.
III. Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
IV. Information Needs A. Needs B. Overview	Here the evaluator specifies other information needs that are not included in the decision question section. This may include information required for annual TEA reports, applications, interim reports, etc.
V. Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the persons receiving the information.
VI. Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed as well.

80.32
(80.15)

Evaluation Design Summary:

Although some of the special programs for students from low socioeconomic and minority backgrounds have been operating in the District for up to ten years, the first analysis of the overall achievement of these groups was conducted by the Office of Research and Evaluation in 1976-77. This analysis revealed that low SES/minority achievement levels at all grade levels was extremely low in comparison to nonminority or higher SES student achievement. This evaluation made it clear that the programs and efforts of the past, however successful on a small scale, were not accomplishing desired goals. The gap between minority and Anglo student achievement has been narrowed slightly in the past few years, but it is still wide and pervasive.

This evaluation is therefore designed to monitor:

- low SES and minority student achievement on districtwide achievement tests,
- minority student participation in tests for college-bound high school juniors and seniors,
- minority student dropout rates.

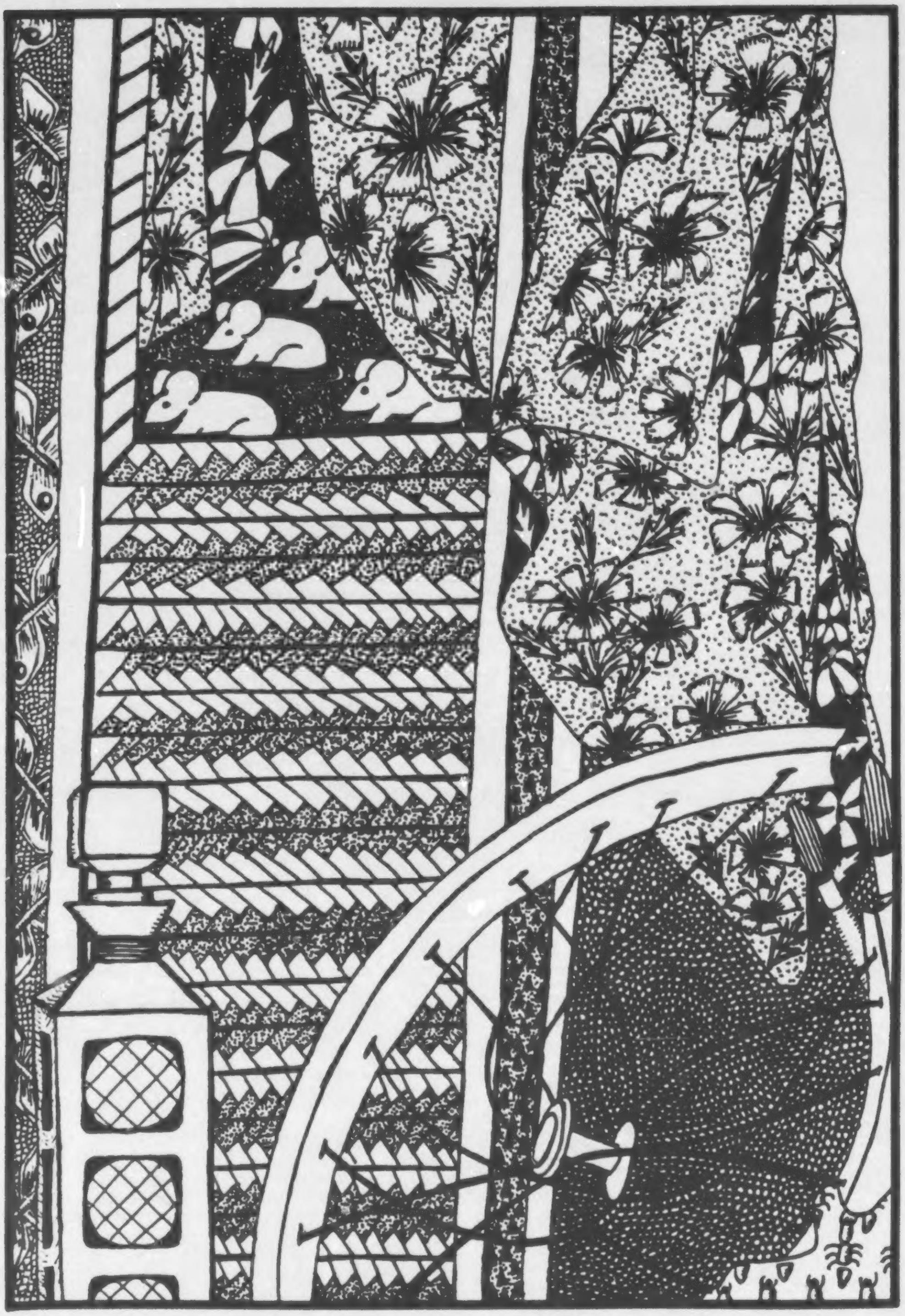
Other projects evaluated by ORE which publish reports relating to low SES and minority students include:

- Title I,
- Title I Migrant,
- State Compensatory Education,
- Local/State Bilingual,
- ESAA Desegregation.

Scope of Design:

1	Decision question
13	Evaluation questions

Minimum Competency For Graduation



Chris Phillips
Lanier

FINAL REPORT

Project Title: High School Graduation Minimum Competency Requirements

Contact Persons: Glynn Ligon, Kevin Matter, Nancy Lanier, Rick Battaile

Major Positive Findings:

1. Of the 3307 high school graduates in 1981, 93.9% met minimum competency requirements in both reading and math. Letters of waiver were used by 3.7%, and special education exemptions by 2.4%.
2. After much work by the Special Education Citizens Advisory Committee, the Department of Special Education, the Department of Secondary Education, and the Office of Research and Evaluation, a School Board policy for exempting some handicapped students from the minimum competency for graduation requirements was adopted. This policy is designed to improve the decisions about which students can or cannot be measured validly for graduation competencies.

Major Findings Requiring Action:

1. The number of students who have not met competency standards in grade 11 in 1981-82 will increase as a result of the raising of the criterion from eighth-grade to ninth-grade level. This will increase the enrollments in reading and math tutorials.
2. The percentage of tutorial students meeting the eighth-grade competency level has been 60% for math tutorials and less than 40% for reading tutorials. With the increase in the competency requirements and the increase in the number of students taking the tutorials, unless these success rates rise, the number of graduates who must use a letter of waiver may increase four or five times by 1983.
3. The security of the California Achievement Tests (CAT) has not been maintained. Access by students to actual CAT vocabulary items has inflated the success rate of some reading tutorial classes. Maintaining the security of any published standardized test used for competency measurement appears to be difficult, even impossible over a number of years.

Evaluation Summary:

Graduation Competency Requirements. Minimum competency levels in both reading and math required for high school graduation were first set by the School Board in 1975. The 1981 graduating class is the third to have met these competency requirements.

Beginning in grade 8, a student may demonstrate competency in reading and math during the annual systemwide achievement testing. Prior to 1979-80, the California Achievement Tests (CAT) (1970 edition) was administered in grade 8. Beginning in 1979-80, the Iowa Tests of Basic Skills (ITBS) (1978 edition) has been administered in grade 8. The Sequential Tests of Educational Progress (STEP) (1970 edition) has been administered since 1975-76 in grades 9-12. If competency is not achieved by the end of grade 10, then students enroll in a tutorial course. If a student has not met competency standards after at least one tutorial, then the final option is to sign a letter of waiver stating that the student plans to graduate with the understanding that competency standards have not been met.

The CAT has been administered each quarter/semester in special sessions to determine which students must take a tutorial course. The CAT has also been administered during final examinations for tutorial students. Although exemptions have been allowed in the past for students enrolled in high school prior to 1975-76 and for students who transferred into AISD as graduating seniors, only certain special education students are now exempt from competency testing.

HOW DID THE 1981 HIGH SCHOOL GRADUATES PERFORM IN MEETING THE MINIMUM COMPETENCY FOR GRADUATION REQUIREMENTS?

Figure 1 summarizes the competency status of the 1981 graduates. Ninety-four percent graduated with the required competency levels in both reading and math. A total of 122 students used a letter of waiver in lieu of meeting competency standards, and 81 special education students were exempted from the competency testing. Comparisons between 1980 and 1981 graduates are also made in Figure 1. No comparisons with 1979 graduates are possible because records kept for that year are not detailed enough.

	1980		1981	
GRADUATES:	3,387	100%	3,307	100%
GRADUATES MEETING COMPETENCY IN:				
Reading	3,206	94.6%	3,133	94.7%
Math	3,239	95.6%	3,162	95.6%
Both Reading and Math	3,176	93.8%	3,104	93.9%
GRADUATES MEETING COMPETENCY IN READING, BUT USING THESE OTHER OPTIONS IN MATH:				
Letter of Waiver	24*	0.7%	28	0.8%
Special Education Exemption	4	0.1%	1	0.0%
GRADUATES MEETING COMPETENCY IN MATH, BUT USING THESE OTHER OPTIONS IN READING:				
Letter of Waiver	60*	1.8%	55	1.7%
Special Education Exemption	3	0.1%	3	0.1%
GRADUATES NOT MEETING COMPETENCY IN EITHER MATH OR READING AND USING THESE OPTIONS:				
Letter of Waiver	42*	1.2%	39	1.2%
Special Education Exemption	78	2.3%	77	2.3%
GRADUATES USING AT LEAST ONE LETTER OF WAIVER	126*	3.7%	122	3.7%
GRADUATES USING AT LEAST ONE SPECIAL EDUCATION EXEMPTION	85	2.5%	81	2.4%

*Includes students who submitted a letter of waiver plus those who graduated with an exemption for being enrolled prior to 75-76 or for enrolling as a senior.

Figure 1. COMPARISON OF COMPETENCY STATUS OF 1980 AND 1981 GRADUATES.

The only 1979-1980-1981 comparison possible is among the percentages of graduates using a letter of waiver. In 1979, 105 students (3.1%) used at least one letter; in 1980, 112 students (3.3%); and in 1981, 122 students (3.7%). This comparison may be misleading since in 1981 no students were allowed senior tranfer exemptions, and exemptions for enrollment prior to 1975-76 had phased out.

Differences in the competency status of grade 12 students by ethnic groups are notable. Figure 2 shows how these groups compared across the last four years. The percentages of students meeting competency in every ethnic group rose sharply the first year the requirements became effective (1977-78). These high levels have been maintained across the last three years with only slightly lower percentages in 1980-81.

WHAT CHANGES OCCURRED IN AISD'S MINIMUM COMPETENCY FOR GRADUATION PROGRAM DURING THE 1980-81 SCHOOL YEAR?

The major change occurred August 25, 1980, when the School Board raised the competency criterion from a level equivalent to average performance at the middle of eighth grade (8.5) to the beginning of ninth grade (9.0). The higher level is now required of students graduating in 1983 and thereafter. For students in grades 10, 11, and 12 in 1979-80, there was no effect; however, students in grades 8 and 9 had left for the summer of 1980 with an eighth-gr[illegible] requirement and returned in the fall under a ninth-grade requirement[illegible]

Two other changes also affected the 1979-80 ninth graders. The TABS taken in grade 9 became an alternative for meeting the competency criteria, and a single STEP Math Total score replaced the separate Math Computation and Math Basic Concepts scores which previously had to be attained independently for math competency to be met. The impact of these three changes is summarized in Figure 3. The net result was that fewer of the 1979-80 eighth graders met competency requirements by the fall of 1980 than had at the end of the spring of 1980. Ironically for 1979-80 ninth graders, the use of TABS scores for competency benefitted more students than were disadvantaged by the increase from 8.5 to 9.0. Thus, the net result for ninth graders was that more students had met competency requirements as a result of all three changes. The students and their parents were each notified by letter if their competency status had changed from met to not met.

Changes also occurred in the available exemptions from the competency requirements. Exemptions for students enrolled in high school prior to 1975-76 school year phased out. Exemptions for students transferring into AISD as graduating seniors were eliminated at the request of the School Board. Finally, the procedures for determining which special education students should and should not participate in the minimum competency testing program were revised. More discussion of the new special education exemption policy appears later in this report.

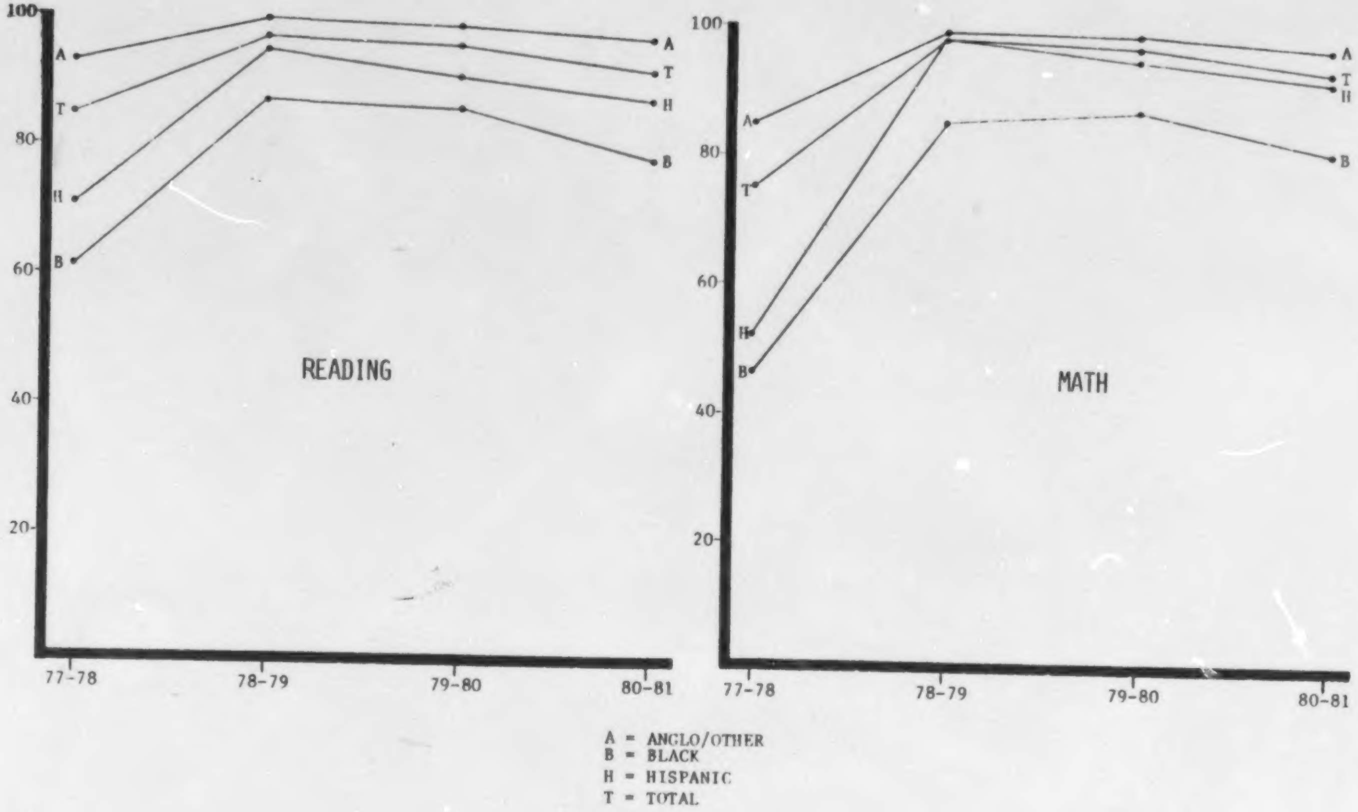


Figure 2. PERCENTAGES OF SENIORS MEETING COMPETENCY REQUIREMENTS, BY ETHNICITY, 1977-78 THROUGH 1980-81.

Previous Status	Updated Status	1980-81 GRADE 9			GRADE 10		
		Read	Math	Either	Read	Math	Either
MET	NOT MET	201	299	471	177	153	312
Reasons for Change: -8.5 to 9.0-		. Met the 8.5 criterion on the ITBS or STEP . Did not meet the 9.0 criterion on the ITBS or STEP . Did not meet the 9.0 criterion on the TABS					
NOT MET	MET	24	32	50	122	144	248
Reasons for Change: -TABS-		. Did not meet the 8.5 criterion on the ITBS or STEP . Did not meet the 9.0 criterion on the ITBS or STEP . Met the 9.0 criterion on the TABS					
NOT MET	MET	-	6	6	-	41	41
Reasons for Change: -STEP TOTAL SCORE-		. Did not meet the 8.5 criterion on the ITBS or STEP . Did not meet the 9.0 criterion on the TABS . Met the 9.0 criterion on the STEP Math Total Score					
NOT MET	MET	-	2	2	-	27	27
Reasons for Change: -STEP TOTAL SCORE AND TABS-		. Did not meet the 8.5 criterion on the ITBS or STEP . Met the 9.0 criterion on the TABS . Met the 9.0 criterion on the STEP Math Total Score					
MET	MET	7	8	15	106	66	163
Reasons for Change -NO CHANGE-		. Met the 8.5 criterion on the ITBS or STEP . Did not meet the 9.0 criterion on the ITBS or STEP . Met the 9.0 criterion on the TABS					
MET OR NOT MET	MET NOT MET	3996	3882	4181	3771	3705	4013
Reasons for Change: -NO CHANGE-		. Met the 8.5 criterion on the ITBS or STEP . Met the 9.0 criterion on the ITBS or STEP					

Figure 3. NUMBER OF STUDENTS WHO WERE AFFECTED BY CHANGES IN COMPETENCY REQUIREMENTS AND PROCEDURES - SUMMER OF 1980.

SHOULD THE TEXAS ASSESSMENT OF BASIC SKILLS (TABS) CONTINUE TO BE A PART OF THE AISD MINIMUM COMPETENCY PROGRAM?

Beginning with the 1979 school year, the TABS scores from grade 9 became an alternative for meeting AISD's minimum competency for graduation requirement. To find the score on the TABS which represents the AISD ninth-grade competency criterion, an equating study has been conducted each of the last two years. In both years, both of the reading and math criteria have been equated to a TABS score of 37 correct items out of 44. The state competency level has been 30 correct items out of 44 for each area in each of the last two years.

Figure 4 summarizes how the TABS has affected AISD students' competency status. A substantial number of students first met AISD's 9.0 competency standard on the TABS in grade 9. However, ORE estimates that the majority of them also met the competency criteria on the STEP by the end of grade 10. The TABS appears to allow many students to meet competency requirements in grade 9, but these are mostly students who will also meet competency requirements on the STEP before they graduate. Thus, no substantial reduction in the number of students requiring tutorial courses in grade 11 is expected as a result of the high success rate on the TABS in grade 9.

		STUDENTS WHO MET AISD COMPETENCY ON TABS, BUT NOT ON ITBS, CAT, OR STEP	
YEAR	GRADE	READING	MATH
1980	9	259	250
1981	9	276	318
1981	10 (Retakers)	63	64

Figure 4. EFFECT OF TABS ON STUDENTS' STATUS IN MEETING AISD NINTH-GRADE COMPETENCY REQUIREMENTS.

Having the TABS as a part of the AISD minimum competency program presents several logistical problems.

1. Each additional instrument and its accompanying unique score for competency adds complexity to an already complex record-keeping system.

2. The data necessary for equating each year's TABS with the STEP is not available to ORE in time to determine students' competency status on the TABS before the end of the school year.

3. The TABS reports provided by TEA may indicate that the student "demonstrated mastery of minimum exit-level competencies" but this student may not have met AISD competency requirements. This has been confusing to students, parents, and school staffs.

4. If a student has met the state minimum competency level, then that student is not allowed to retake the TABS the next year to attempt meeting the higher AISD competency level.

A final consideration in retaining or dropping the TABS as a measure of AISD competency requirements is one of motivation. The contribution which being an official part of AISD's competency program makes to the seriousness with which students and school staffs take the TABS is not easily measured.

ARE THE AISD MINIMUM COMPETENCY CRITERIA AT THE APPROPRIATE LEVEL, OR SHOULD THEY BE LOWERED OR RAISED?

The eventual impact on graduates of the change from 8.5 to 9.0 will not be known for two more years. However, an estimate of the number of seniors who do not meet four different levels of standards is shown in Figure 5. With the higher standards, more students would benefit from tutorial courses, and the actual number of students requiring a letter of waiver to graduate could be lower than the number represented in Figure 5.

	ESTIMATED NUMBER OF WAIVER LETTERS	
CRITERION	READING	MATH
8.5	94	67
9.0	295	379
9.5	462	646
9.9	599	814

Figure 5. ESTIMATED NUMBER OF 1983 GRADUATES WHO WILL NOT MEET MINIMUM COMPETENCY FOR GRADUATION REQUIREMENTS OF 8.5, 9.0, 9.5 AND 9.9.

HAVE THE MINIMUM COMPETENCY FOR GRADUATION REQUIREMENTS HAD ANY EFFECT ON OVERALL STUDENT ACHIEVEMENT?

In math, the percentage of students scoring below the 25th percentile has declined since 1978 in grades 9-12. This decline is small, but noticeable. Only at grade 9 has the percentage of low-achieving students declined in reading. All of the changes in the STEP scores have been small, but they indicate that the minimum competency requirements may have contributed to a very slight reduction in the number and percentage of low achievers in the high schools.

SHOULD THE CURRENT SPECIAL EDUCATION EXEMPTION POLICY BE REVISED OR LEFT AS IT IS?

This question was addressed over the past two years by the Special Education Citizens Advisory Council, the Department of Special Education, the Department of Secondary Education, and the Office of Research and Evaluation. The result was an addition to School Board Policy 5127 and a new administrative regulation.

Prior to March, 1981, special education students were exempted from the graduation competency requirements if they received more than three hours per day of special education instruction. In March, 1981, the School Board adopted a policy which stated that "special education students whose Admission, Review, and Dismissal (ARD) Committees have determined that they cannot be validly measured for competency" will be exempted from minimum competency testing.

Four factors are to be considered in the ARD Committees' decisions.

1. A special education student who receives the majority of instruction from a regular classroom teacher in an area measured by a standardized test should take the test in that area.
2. Most students receiving more than three (3) hours per day of special education services should be exempt from standardized testing.
3. A student receiving three (3) hours or less per day of special education services who cannot be tested validly on a standardized test should be exempt.
4. A special education student who cannot make a valid score on a standardized test may be tested if inclusion in the testing experience would be of benefit to that student in other ways.

Prior to the adoption of this policy, a student was exempt solely on the basis of receiving more than three hours per day of special education instruction.

WHICH TESTS AND FORMS SHOULD BE USED FOR COMPETENCY TESTING IN 1981-82?

Currently, students may demonstrate competency on the CAT (2 forms), the STEP (2 forms), the ITBS (1 form), or the TABS (2 forms). Maintaining the security of the items on these tests is essential to valid measurement of student competencies. The more a test form is used, the more familiar students and teachers become with the actual items, and, unfortunately, the more likely the possibility that knowledge of actual test items will be available to future student groups. Figure 6 shows that some students take the CAT as many as 8 times in an attempt to meet competency standards. Therefore, the only way to assure test security with the current competency testing program is to continually phase in and phase out a large number of different tests or test forms.

Times The CAT, Level 4, Was Taken Grade 8-Grade 12*	Number of Students Reading	Math
0	485	306
1	2104	1970
2	233	500
3	177	159
4	81	79
5	34	47
6	30	18
7	7	5
8	0	7

*Level 4 of the CAT would have been taken twice more in grade 6 and 7 by any student enrolled from grade 6 through grade 12.

Figure 6. NUMBER OF TIMES THE CAT WAS TAKEN FROM GRADE 8 THROUGH GRADE 12 BY 1980-81 SENIORS.

For the last two years, Form A and Form B of the CAT have been alternated whenever competency testing has occurred. Figure 7 shows the variable success rates of students for the two forms in tutorial classes. Obviously, Form B yields higher passing rates in reading tutorial classes, even though both forms are of equal difficulty. Comments by students and teachers and copies of some worksheets have convinced the Office of Research and Evaluation that the vocabulary items for the CAT, both Form A and Form B, were being taught and/or provided to reading tutorial students on several campuses.

As of June, 1981, the CAT will no longer be used as a competency measure. Beginning in the fall of 1981, the two forms of the ITBS will be used for testing in tutorial classes and in special competency testing sessions.

		READING				MATH			
		Special Sessions		Tutorials		Special Sessions		Tutorials	
Time of Testing	Form	Number Tested	% Meeting Competency	Number Tested	% Meeting Competency	Number Tested	% Meeting Competency	Number Tested	% Meeting Competency
1978-79 Fall	B	595	46	197	40	484	53	234	51
Winter	B	510	38	151	48	916	57	212	64
Spring	B	564	35	152	53	537	50	195	72
1979-80 Fall	B	724	49	171	58	1047	59	324	69
Winter	A	637	36	136	21	729	43	215	48
Spring	B	600	27	200	44	568	39	205	69
1980-81 Fall	A	1031	43	536	29	1327	44	240	59
Spring	B	949	18	503	45	1099	31	271	66

Figure 7. SUCCESS RATES FOR FORM A AND FORM B OF THE CAT.

However, the question of what to do in the long run with competency testing must be considered. Four options appear available.

1. Continue with the current system of competency testing, and phase in and out new tests and forms as frequently as necessary for security.

2. Adopt the TABS as the sole competency measure. Since the TABS is a different test each year with only 25% of the items being the same from year to year, item security is easier to maintain. However, the TABS is a much narrower test than are the standardized achievement tests. More importantly, the state competency level on the TABS is 30 correct items out of 44 on each of the reading and math tests. The ninth-grade level competency requirement in AISD is equivalent to 37 correct items out of 44. The problem created by this is that TEA does not permit retesting students who have met the 30 item criterion; therefore, AISD would have to choose between lowering its criterion to 30 or using an alternate test for those students who meet the 30 item criterion but are below the 37 item criterion.

3. Create an item pool from which unique competency tests can be developed each semester. For example, a pool of 400 math items would be sampled to create a 50 item competency test each semester. Competency could also be demonstrated on the ITBS and STEP during the annual systemwide testing. Security of the ITBS and STEP will be simpler to maintain with only once-a-year testing.

4. Establish competency criteria for passing reading and math courses required for graduation. One of the weaknesses of all graduation competency programs such as AISD's is that the competency requirement has been added on to the end of the basic course requirements for graduation. This results in producing each year a group of seniors who have met all course requirements with passing grades but who still cannot meet the minimum competency requirements. If basic reading and math courses were identified in grade 9 or 10, the minimum competency for high school graduation requirements were stated in terms of passing these courses, and the final examinations for these courses were standardized throughout AISD (final examinations developed each semester from an item pool and graded by ORE), no separate minimum competency requirement would be needed. Students not meeting competency in courses in grade 9 or 10 would retake them until they do, or would sign a letter of waiver accepting credit for the course but stating that they choose to graduate without meeting the competency requirements.

HOW OFTEN SHOULD COMPETENCY TESTING BE OFFERED?

Currently, competency tests are administered in the high schools on this schedule.

Date	Session
September	Senior Transfers
December-January	Fall Special Sessions
January	Fall Tutorials
January-February	Senior Transfers
April	STEP, Systemwide Testing
April-May	Spring Special Sessions
May	Spring Tutorials

Most school staff want every student who has not yet met competency standards to be tested as often as possible; however, an **examination** of Figure 7 shows that the success rates for the 1981 spring special sessions were quite low in both reading (18%) and math (31%). This is evidence that many students are being tested too often without enough time and instruction between testings to increase the students' chances for attaining competency.

The need for a spring special session appears to be minimal since the STEP is given to all students in the spring and since the success rate of students in these spring sessions is low. At the least, more careful screening by school staffs of students to be tested in the special sessions is needed.

80.32
(80.24)

Brochure

ABSTRACT

Title: Why Has AISD Set a Minimum Competency Graduation Requirement?

Contact Person: Glynn Ligon, Kevin Matter

No. Pages: 4

Summary:

This brochure explains why the Austin Independent School District set a minimum competency graduation requirement, and how this requirement fits into the curriculum. The brochure also explains that the minimum graduation requirements are not the final standard for all students graduating from Austin schools and what happens if the student does not meet the competency requirement by graduation time.

Comment:

This is a revised edition of publication 78.20. Revisions were made because of Board changes in the graduation competency requirements.

80.32
(80.31)

Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN - High School Graduation Minimum Competency Requirements - 1980-81.

Contact Person: Glynn Ligon, Kevin Matter

No. Pages: 19

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

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VI. Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed as well.
VII. Summary of Data to be Collected in the Schools	This chapter lists, in chronological order, all data to be collected in the schools.

80.32
(80.31)

VIII. Evaluation Time Resources Allocation Summary

This chapter summarizes **all the evaluation** work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

The evaluation of the High School Minimum Competency Graduation Requirements will have two primary foci during the 1980-81 school year:

- Basic needs assessment information regarding the overall minimum competency requirements.
- The effects of numerous program changes implemented during the 1980-81 school year.

The data, from which these two foci will be considered, will consist of all testing results for all secondary level students and will include, in addition, their 8th grade testing results. This will encompass testing results from the standard districtwide administrations of the CAT (through 1978-79), the ITBS (beginning in 1979-80), the TABS (1979-80 administration), and the STEP each year, and all special testing administrations that are provided as part of the minimum competency procedures. Data regarding the extent of use of the letter signed by the parents or guardians will be incorporated into the data base.

Scope of Design:

4 Decision questions
17 Evaluation questions
6 Information need questions

Evaluation Resources Required (in person-days):

5.5	Director
24	Senior Evaluator
115	Evaluator
115	Programmer
256	Evaluation Assistant
46	Secretary

80.32
(80.84)

Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: High School Graduation Minimum Competency Requirements.

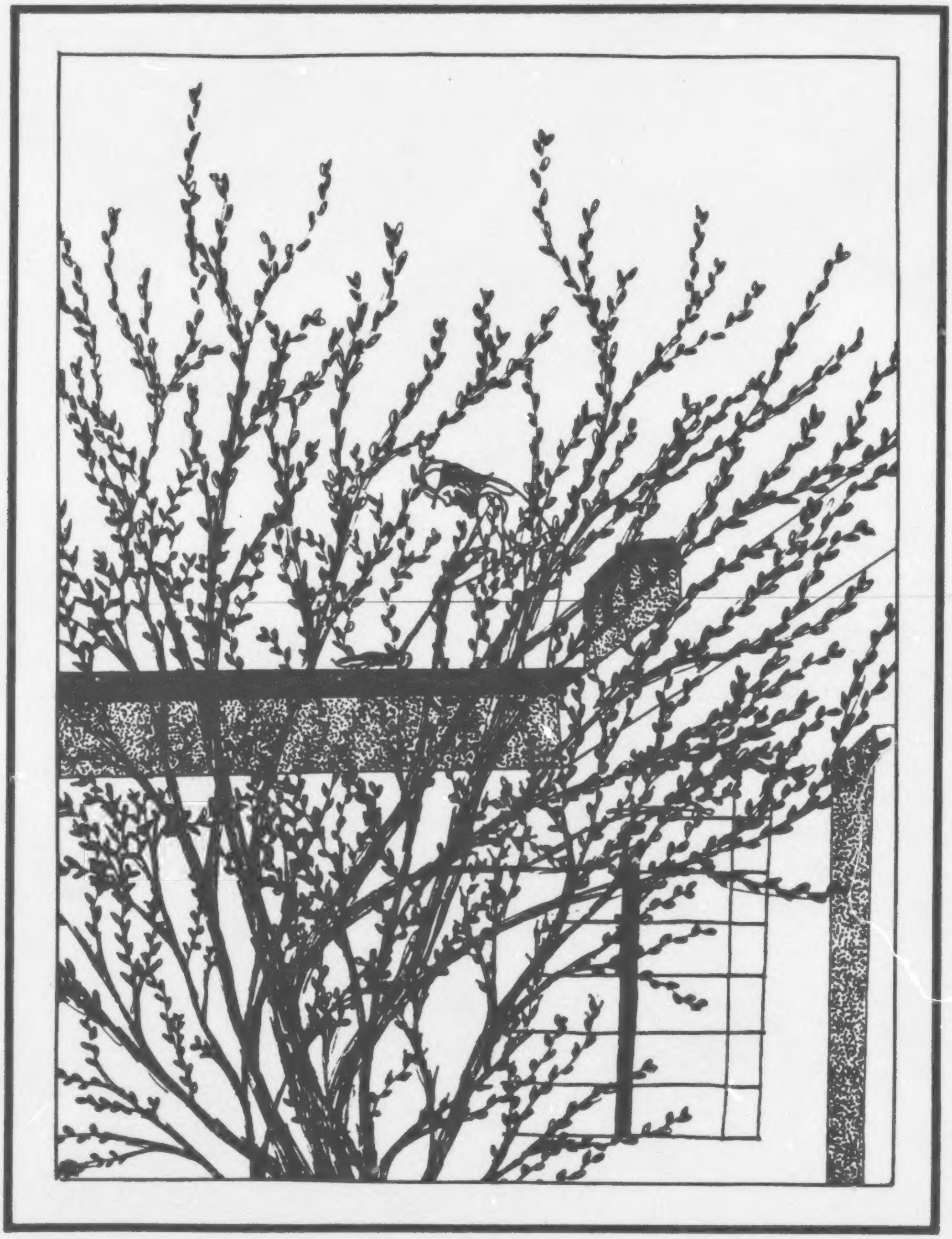
Contact Person: Glynn Ligon, Kevin Matter

No. Pages: 90

Summary:

This is the accompanying document to the High School Graduation Minimum Competency Requirements Final Report. The technical report provides additional information on the data collection procedures, analyses performed, and more detailed reports on the results (in both tabular and narrative forms).

Personnel Evaluation Systems



Christy
Roberts

Lanier

80.32

FINAL REPORT

Project Title: Personnel Evaluation Systems

Contact Person: Patsy Totusek, Freda Holley

Major Positive Findings:

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1. Most administrators feel the Professional Personnel Evaluation System is adequate.

2. Teachers gave the Professional Personnel Evaluation System higher ratings of adequacy in 1980-81 than in 1979-80. Figure 1 shows only 71% of the teachers rated the system adequate or better in 1979-80, while 78% rated the system adequate or better in 1980-81.

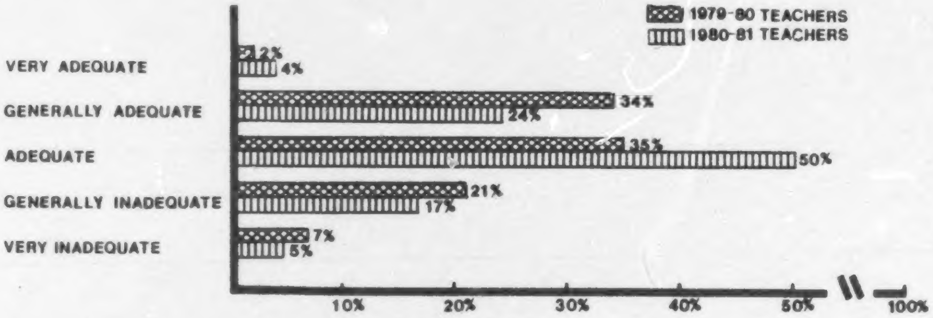


Figure 1. TEACHERS' RATINGS OF THE ADEQUACY OF THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM. Percent of teachers giving each response.

3. The mean ratings on the Special Education Teacher Evaluation Form decreased in each competency area from 1979-80 to 1980-81. This was the only evaluation form to show systematic decreases in the ratings and is a movement away from the inflated ratings given previously.

4. A competency-based Office Personnel Evaluation Form was developed and implemented during the 1980-81 school year.

5. The Resources section of the Professional Personnel Evaluation Handbook was revised so that all AISD resources which might facilitate improvement in each competency area were identified and summarized.

Major Findings Requiring Action:

1. Lack of variation in the ratings given on the Professional Personnel Evaluation Forms continues to be a problem. Figure 2 shows the distribution of ratings on the Teacher Evaluation Form for 1979-80 and 1980-81. Ratings on the other AISD evaluation forms show the same patterns. With so little variability in the ratings, it is difficult to identify clearly outstanding teachers or areas in which inservice is needed.

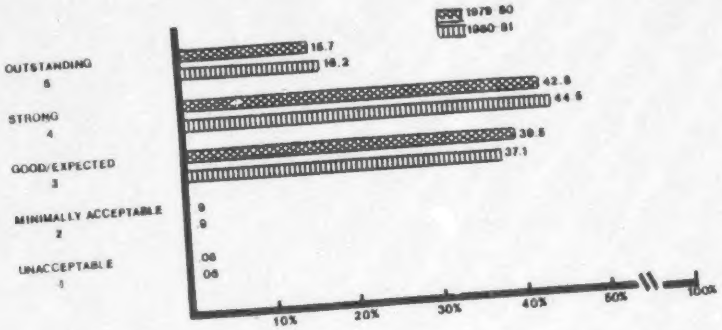
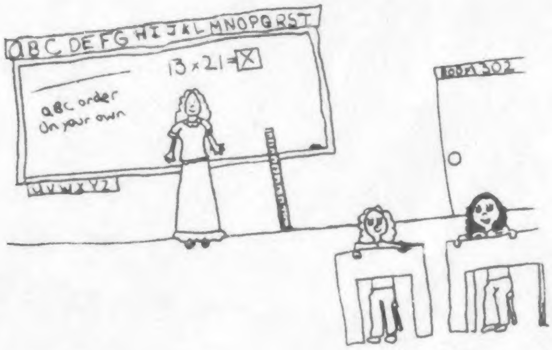


Figure 2. DISTRIBUTION OF RATINGS ON TEACHER EVALUATION FORM, 1979-80 AND 1980-81. Percent of 5's, 4's, 3's, 2's, and 1's of total ratings given.

2. Teachers rated the Professional Personnel Evaluation System lower in 1980-81 than in 1979-80 for helping them improve their professional job performance.
3. Teachers and administrators believe a uniform classroom observation form should be used for personnel evaluation.
4. Only 56% of the administrators surveyed rated the current Administrator Evaluation System as adequate or better. Although some initial steps were taken during 1980-81 to plan the revision of the system, further work was postponed until the reorganization study was finalized and implemented.



Karen Kaiser
Doss, Grade 4

Evaluation Summary:

Several activities were conducted during 1980-81 to evaluate the AISD personnel evaluation systems. These included:

- Analysis of the ratings given on the Professional Personnel Evaluation Forms.
- Analysis of the ratings given on the Office Personnel Evaluation Form.
- Examination of selected questions on the District Teacher Survey.
- Examination of selected questions on the District Administrator Survey.
- Documentation of the activities relating to the revision of the Administrator Evaluation system.

The remainder of this report will summarize the findings for each evaluation activity. For more detailed information, see the 1980-81 Final Technical Report for the Personnel Evaluation Systems (Publication Number 80.35), and the Final Technical Report: Systemwide Evaluation, 1980-81 (Publication Number 80.39).

PROFESSIONAL PERSONNEL EVALUATION FORMS

WHAT RATINGS WERE GIVEN ON THE 1980-81 TEACHER EVALUATION FORM?

Figure 3 shows the ratings given in 1980-81 were essentially the same as the ratings given in 1979-80. The rating patterns observed in previous years continued, with the highest ratings given on Student/Teacher Relationships and Personal Qualities and the lowest ratings given on Procedural and Record-Keeping Skills.

Competency Category	Mean Rating 1979-80 (n=1596*)	 1980-81 (n=1365*)
Personal Qualities	3.84	3.87
Procedural/Record-Keeping Skills	3.53	3.54
Expertise in Basic Skills and Subject Areas	3.74	3.76
Instructional Skills	3.63	3.65
Classroom Management Skills	3.75	3.78
Student/Teacher Relationships	3.85	3.89

*Refers to the number of teachers evaluated.

Figure 3. MEAN RATINGS ON EACH COMPETENCY CATEGORY OF THE TEACHER EVALUATION FORM FOR 1979-80 AND 1980-81.

HOW MUCH VARIATION WAS REFLECTED IN THE RATINGS ON THE 1980-81 TEACHER EVALUATION FORM?

The ratings on the 1980-81 Teacher Evaluation Form showed little variability. Of the total ratings given, 98.8% were "3's" (good/expected), "4's" (strong), and "5's" (outstanding). Although this is approximately the same percent of 3's, 4's, and 5's given in 1979-80, the distribution of ratings was slightly changed. There was a small increase in the number of 5's and 4's given in 1980-81, and a small decrease in the number of 3's.

Similar to 1979-80, only .96% of the ratings were "2's" (minimally acceptable) or "1's" (unacceptable). Only a small percent of the ratings, therefore, indicated a definite behavioral change to be desired.

The most frequent rating given on the 1980-81 Teacher Evaluation Form was "4" or strong.

Meg Davis
Harris, Grade 5

With so little variability in the ratings, it is difficult to use the ratings to identify:

- clearly outstanding teachers
- areas in which inservice is needed.

WHAT RATINGS WERE GIVEN ON THE 1980-81 SPECIAL EDUCATION TEACHER EVALUATION FORM?

Figure 4 shows the mean ratings given on the 1980-81 Special Education Teacher Evaluation Form decreased in each competency area from 1979-80 to 1980-81. This was the only evaluation form to show systematic decreases in the ratings given and reflects a movement away from the inflated ratings given in previous years.

Competency Category	Mean Rating 1979-80 (n=307*)	 1980-81 (n=293*)
Personal Qualities	3.85	3.75
Procedural/Record-Keeping Skills	3.60	3.50
Expertise in Basic Skills and Subject Areas	3.70	3.66
Instructional Skills	3.80	3.71
Classroom Management Skills	3.84	3.76
Student/Teacher Relationships	3.95	3.86
Special Education Competencies	3.89	3.76

*Refers to the number of teachers evaluated.

Figure 4. MEAN RATINGS ON EACH COMPETENCY CATEGORY OF THE SPECIAL EDUCATION TEACHER EVALUATION FORM FOR 1979-80 AND 1980-81.

WHO EVALUATED THE SPECIAL EDUCATION TEACHERS?

Figure 5 reveals approximately half of the special education teachers were evaluated by special education supervisors and half were evaluated by principals or assistant principals.

Competency Category	Mean Rating Principals/ Asst. Principals (n=159*)	 Special Ed. Supervisors (n=134*)
Personal Qualities	3.83	3.65
Procedural/Recordkeeping Skills	3.54	3.45
Expertise in Basic Skills and Subject Areas	3.70	3.61
Instructional Skills	3.74	3.67
Classroom Management Skills	3.83	3.67
Student/Teacher Relationships	3.93	3.78
Special Education Teacher Competencies	3.89	3.61

*Refers to number of teachers evaluated.

Figure 5. COMPARISON OF MEAN RATINGS GIVEN BY PRINCIPALS/ ASSISTANT PRINCIPALS AND SPECIAL EDUCATION SUPERVISORS ON THE 1980-81 SPECIAL EDUCATION TEACHER EVALUATION FORM.

WHO IS RESPONSIBLE FOR THE LOWER SPECIAL EDUCATION TEACHER RATINGS?

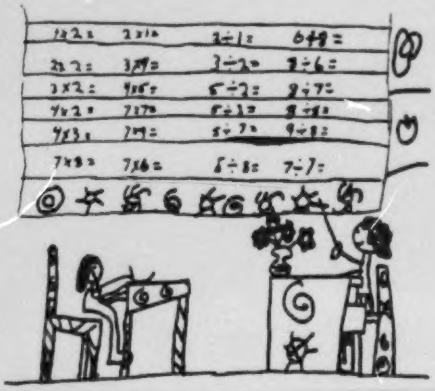
The mean ratings given by the principals/assistant principals in 1980-81 resemble the mean ratings given to special education teachers in 1979-80. However, the mean ratings given by the special education administrators in 1980-81 are lower than those given by the principals/assistant principals in each competency area. This indicates the special education administrators are responsible for the lower 1980-81 mean ratings.

WHAT INFLUENCED THE RATING BEHAVIOR OF THE SPECIAL EDUCATION ADMINISTRATORS?

It is not certain what variable(s) influenced the rating behavior of the special education administrators. However, it is known a workshop on the Professional Personnel Evaluation System was conducted by the Department of Staff Personnel in January, 1981. The workshop was attended primarily by special education administrators and new administrators. Attendance at the workshop may have contributed to the changed rating behavior displayed by the special education personnel.

WHAT RATINGS WERE GIVEN ON THE OTHER 1980-81 PROFESSIONAL EVALUATION FORMS?

Librarians and counselors received higher mean ratings than regular classroom teachers in each comparable competency category. Temporaries received lower mean ratings than regular classroom teachers. These ratings are characteristic of the ratings given on the Librarian, Counselor, and Temporary Evaluation Forms in previous years.



Beth Robinette
Graham, Grade 5

OFFICE PERSONNEL EVALUATION FORM

WHY WAS THE OFFICE PERSONNEL EVALUATION FORM DEVELOPED?

The Office Personnel Evaluation Form was created in the fall of 1980 to replace the previously used Clerical Evaluation Form. The new form was designed to be more consistent with the professional personnel evaluation forms, and uses the same competencies where appropriate.

WHAT RATINGS WERE RECEIVED ON THE OFFICE PERSONNEL EVALUATION FORM IN 1980-81?

A total of 297 employees were evaluated with the new evaluation form. An examination of the ratings revealed:

- The most common rating was "5" (outstanding) or "4" (strong). The mean rating on each competency was "4" or greater.

- There was less variability in the ratings given on the Office Personnel Evaluation Form than in the ratings given on the Professional Personnel Evaluation Forms. A total of 82% of the ratings on the Office Personnel Evaluation Form were "5's" or "4's", making it difficult to use the ratings to identify areas of inservice need.

DISTRICT TEACHER SURVEY

During the spring of 1981, a multi-purpose survey was sent to a sample of District teachers. Four questions on this survey dealt with personnel evaluation issues. Approximately 200 teachers responded to each question.

HOW DID TEACHERS RATE THE ADEQUACY OF THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM?

Support for the system has increased since last year. The system was rated adequate or better by 71% of the teachers in 1979-80, and 78% of the teachers in 1980-81.

DO TEACHERS FEEL THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM HAS HELPED THEM IMPROVE THEIR JOB PERFORMANCE?

Figure 6 indicates the percent of teachers who felt the system had contributed to job improvement dropped from 47% in 1979-80 to 44% in 1980-81.

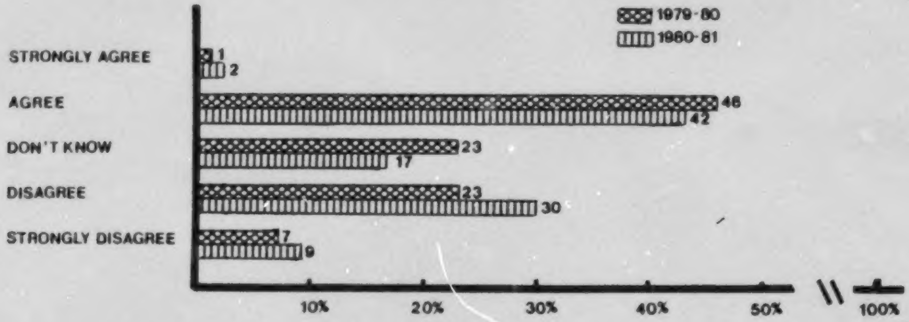


Figure 6. HAS THE PROFESSIONAL PERSONNEL EVALUATION SYSTEM IMPROVED JOB PERFORMANCE? Percent of teachers giving each response.

DO TEACHERS FEEL DISTRICTWIDE STAFF DEVELOPMENT HAS CONTRIBUTED TO THE IMPROVEMENT OF TEACHER COMPETENCIES?

Approximately equal numbers of teachers agreed and disagreed that Districtwide staff development has contributed to the improvement of teacher competencies.

WHAT TYPES OF STAFF DEVELOPMENT HAVE BEEN MOST HELPFUL IN THE IMPROVEMENT OF TEACHER COMPETENCIES?

Figure 7 shows the types of staff development offered and the percent of teachers who felt the activities had contributed to the improvement of teacher competencies.

Type of Staff Development	Percent of Teachers Supporting Activity
Local campus staff development planned by AISD instructional coordinators.	61%
Local campus staff development planned by campus personnel.	59%
Area and Districtwide staff development planned by instructional coordinators.	54%
Staff development planned by Region XIII.	48%

Figure 7. TEACHER SUPPORT OF VARIOUS TYPES OF STAFF DEVELOPMENT.

Figure 7 suggests local campus staff development planned by instructional coordinators or campus personnel is preferable to other types of staff development activities.

DO TEACHERS FEEL A UNIFORM CLASSROOM OBSERVATION FORM SHOULD BE USED FOR PERSONNEL EVALUATION?

Approximately 70% of the teachers stated a uniform classroom observation form was preferable to a variety of observation forms.

DISTRICT ADMINISTRATOR SURVEY

In the spring of 1981, a multi-purpose survey was sent to one-half of the District administrators. Three questions on this survey dealt with personnel evaluation issues. Approximately 128 administrators responded to each question.

HOW DID ADMINISTRATORS RATE THE ADEQUACY OF THE CURRENT PROFESSIONAL PERSONNEL SYSTEM?

Administrator support for the system is high, with 85% of those sampled rating it adequate or better.

DO ADMINISTRATORS FEEL A UNIFORM OBSERVATION FORM SHOULD BE USED FOR PERSONNEL EVALUATION?

Almost two-thirds of the administrators believe a uniform observation form should be used.

HOW DO ADMINISTRATORS RATE THE ADEQUACY OF THE CURRENT ADMINISTRATOR EVALUATION SYSTEM?

Only 56% of the administrators stated the current system was adequate or better, and 44% stated it was inadequate.

DOCUMENTATION OF REVISIONS IN THE ADMINISTRATOR EVALUATION SYSTEM

Planning for the revision of the Administrator Evaluation System was discontinued in January, 1980, with the announcement of Superintendent Davidson's forthcoming resignation. It was resumed in September, 1980 with the permission of the new Superintendent. An Administrator Advisory Committee was created in January, 1981 to provide input on some fundamental evaluation issues. Although some preliminary input was obtained, further work on the revision activities was postponed until the reorganization plan for the district was finalized.

80.32
(80.29)

Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: 1980-81 Personnel Evaluation Systems

Contact Person: Patsy Totusek, Freda Holley

No. Pages: 10

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I. Evaluation Design Review Form	This chapter presents the names of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
II. Narrative Summary A. Program Summary B. Evaluation Summary	This chapter briefly describes the project and the general activities involved in the evaluation of the project.
III. Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
IV. Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the persons receiving the information.
V. Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed as well.
VI. Data to be Collected in the Schools.	This is a timeline for the collection of data in the schools.

80.32
(80.29)

VII.	Evaluation Time Resources Allocation Summary	This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

The evaluation has two objectives:

a) analysis of the ratings given on the Professional Personnel Evaluation Forms for the 1980-81 school year; and

b) documentation of the steps taken in the revision of the Administrator Evaluation System through May, 1981.

Scope of Design:

3	Decision Questions
6	Evaluation Questions

Evaluation Resources Required (in person-days):

4	Director
67	Evaluator
35	Programmer
23	Evaluation Assistant
28	Secretary

80.32
(80.35)

Technical Report

ABSTRACT

Title: FINAL TECHNICAL REPORT: 1980-81 Personnel Evaluation Systems

Contact Person: Patsy Totusek, Freda Holley

No. Pages: 263

Summary:

This is the accompanying technical document to the Personnel Evaluation Systems Final Report Summary.

The technical report contains the following nine appendices:

Appendix A:	Teacher Evaluation Form
Appendix B:	Special Education Teacher Evaluation Form
Appendix C:	Counselor Evaluation Form
Appendix D:	Librarian Evaluation Form
Appendix E:	Temporary Evaluation Form
Appendix F:	1980-81 Activities Relating to the Revision of the Administrator Evaluation System
Appendix G:	Nurse Evaluation Form
Appendix H:	Office Personnel Evaluation Form
Appendix I:	Miscellaneous Evaluation Forms

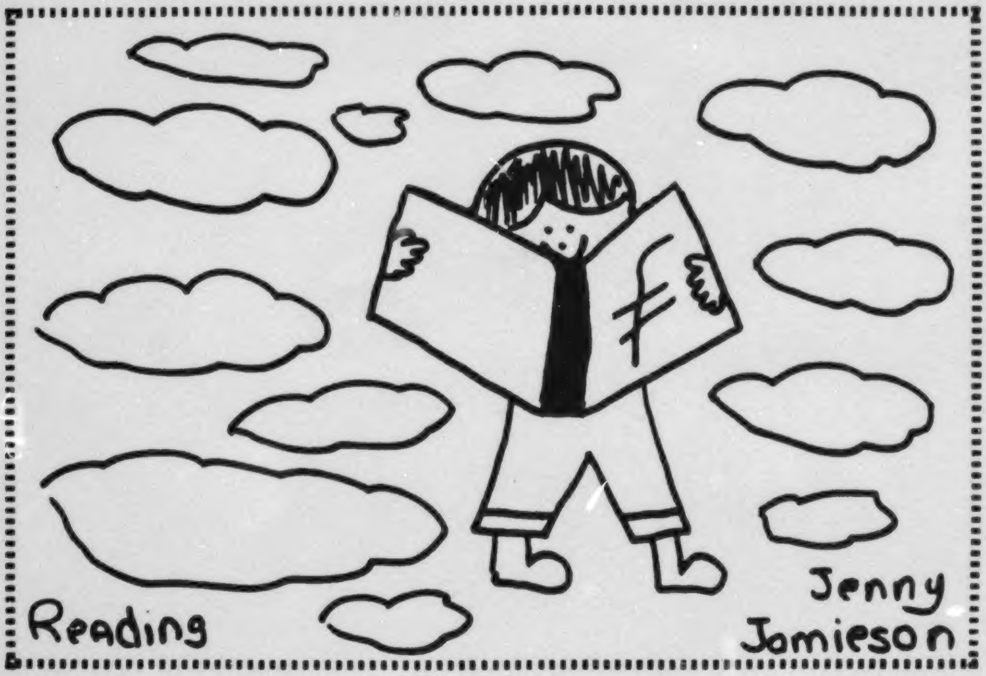
Fiction
Easy
"The Library is fun"
Rosemary Anderson

Rosemary
Anderson

Graham

Reading Curriculum Study: K-3

Reading/Library


Reading
Jenny Jamieson

Jenny
Jamieson

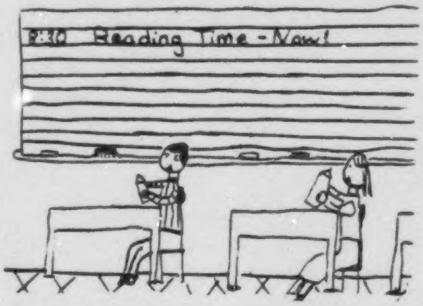
Graham
Grade 5

80.32

FINAL REPORT

Project Title: 1980-81 Reading Curriculum Study: Grades K-3

Contact Person: Patsy Totusek, Freda Holley


8:30 Reading Time - Now!

Meg Davis
Harris, Grade 5

Major Positive Findings:

1. During the 1980-81 school year, Elementary Instruction recommended basal testing be a Districtwide requirement beginning the fall of 1981. A total of 70% of the first, second, and third-grade elementary teachers interviewed (n=60) supported this decision.

2. The cumulative folders of 276 third-grade students were examined to determine what reading information was available to teachers on their entering students. The research findings indicate most of the folders are in good condition, and the reading information in the folders could be used in diagnosing student reading needs.

Major Findings Requiring Action:

1. Curriculum planning was ranked as a high priority by elementary and secondary teachers as well as local campus and central office administrators. This suggests there is a need for systematic evaluation of new and existing curricula at both the elementary and secondary levels.

2. Observation research reveals students in Title I schools have received far more instruction in reading/language arts during each of the last four years than in any other basic skill area. Time devoted to social studies, science and math has been minimal. This indicates use of instructional time should be examined to see if it is properly distributed for elementary students.

3. Data from interviews with 80 K-3 teachers indicate some teachers may spend too much class time at the beginning of the school year administering diagnostic measures to their students. Inservice in using the information in cumulative folders to diagnose student needs may reduce the quantity of classroom testing.

4. Most K-3 teachers depend heavily upon the teacher guide for the basal/oral language series in making basic decisions about the content and sequence of reading instruction. Given this dependence on the teacher guide, it would seem advisable to offer staff development that would clarify and supplement the activities in it.

5. Coordination between classroom and supplementary instruction continues to be a problem. Many of the K-3 teachers interviewed stated their reading instruction was not formally coordinated with the reading instruction provided by Title I, Title I Migrant, SCE, special education, and bilingual teachers.

6. Although most of the third-grade cumulative folders examined were in good condition, some information was not recorded, or was recorded incorrectly. Monitoring of the folders seems advisable if the folders are to be accurate and useful for subsequent teachers.

READING
READING

Brandon Curtis
Doss, Grade 4

Evaluation Summary:

WHY WAS THIS STUDY CONDUCTED?

- The District has not systematically assessed a curriculum area before, and this project was conducted to determine the feasibility of curriculum evaluation.

- Over the last few years, District personnel have made a number of requests concerning evaluation of various reading activities.

- It was felt an assessment of reading practices could reveal information that might facilitate changes in the reading curriculum planned for 1981-82 (i.e., the adoption of new basals, required basal testing, the revision of the reading card in the cumulative folder, etc.).

WHAT ACTIVITIES WERE CONDUCTED TO EVALUATE THE READING CURRICULUM AT GRADES K-3?

- Interviews were conducted with 80 K-3 teachers selected at random from 58 elementary campuses.
- Surveys were distributed (in conjunction with other evaluation projects) to a random sample of District teachers (n=409) and administrators (n=128).
- The cumulative folders of 276 third-grade students at a total of nine Title I and non-Title I schools were examined.
- Observation data obtained for various evaluation projects were examined to see what could be learned about the reading instruction provided in elementary classrooms.

The remainder of this report will present the evaluation findings for each of these activities. More detailed accounts of the findings can be found in the following reports: Final Technical Report: 1980-81 Reading Curriculum Study, Grades K-3 (Publication Number 80.34); Final Technical Report: Systemwide Evaluation, 1980-81 (Publication Number 80.39); and Final Technical Report: 1980-81 ESEA Title I Regular Program (Publication Number 80.71).

TEACHER INTERVIEW

WHAT INFORMATION DO K-3 TEACHERS USE TO MAKE BASIC READING DECISIONS?

The most common sources of information used by teachers to *place students in basals or reading/oral language groups* were:

- teacher observation (used by 60% of the teachers)
- formal/informal reading or oral language inventories (60%)

The most common sources of information used by teachers to *identify the skills to be taught were:*

- the teacher guide (90%)
- teacher observation (61%)

The most common sources of information used by teachers to *sequence instructional activities* were:

- the teacher guide (85%)
- teacher observation (53%)

The most common sources of information used by teachers when deciding to *move a student to another reading group* were:

- teacher observation (85%)
- the student's performance in the basal or oral language series (64%)

Although other sources of information were used by teachers in making these basic reading decisions, no other sources of information were used by a majority of the teachers.

WHAT CONCLUSIONS CAN BE DRAWN ABOUT THE INFORMATION K-3 TEACHERS USE TO PLAN READING INSTRUCTION?

Although many of the teachers considered several sources of information in making basic decisions about reading instruction, two sources of information were used repeatedly by a majority of the teachers. These were teacher observation and the teacher guide for the basal/oral language series.

WHAT IMPLICATIONS DOES THIS FINDING HAVE FOR STAFF DEVELOPMENT?

Since the teacher guide is an important source of information for K-3 teachers, it would seem advisable to offer staff development that would clarify and supplement the activities presented in it. Directions or suggestions from the central administration might prove more helpful to the teachers if they were presented, when possible, with reference to specific pages in the teacher guide or basal.

DO K-3 TEACHERS USE THE ESSENTIAL COMPETENCIES IN PLANNING READING INSTRUCTION?

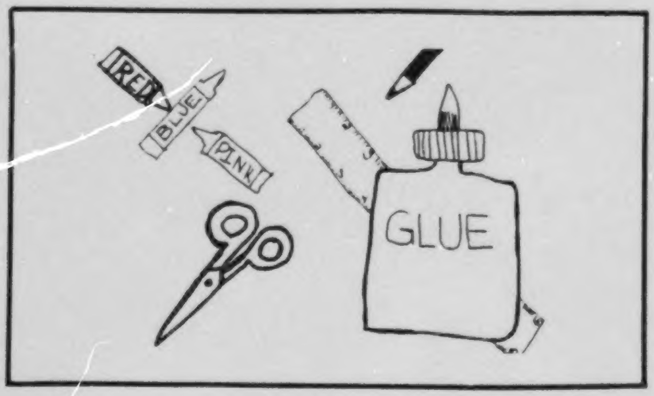
While over half of the teachers (56%) indicated the Essential Competencies were valuable in planning reading instruction, the Essential Competencies appear to be used primarily as a reference source, while the teacher guide serves as the major planning instrument.

DO TEACHERS FEEL ANY OF THE PLANNING MATERIALS DISTRIBUTED BY THE CENTRAL ADMINISTRATION ARE EXPENDABLE?

None of the materials were considered expendable by a majority of the K-3 teachers.

WHAT STEPS DO TEACHERS FEEL DISTRICT ADMINISTRATORS SHOULD TAKE TO ENSURE THE USEFULNESS OF PLANNING MATERIALS?

- 65% of the teachers said District personnel should survey teachers to find out what is needed before new materials are produced.
- 44% of the teachers said curriculum materials should be piloted before they are placed in final form and disseminated Districtwide.



Angela Flinn
Joslin, Grade 5

HOW MUCH COORDINATION EXISTS BETWEEN CLASSROOM AND SUPPLEMENTARY TEACHER INSTRUCTION (TITLE I, MIGRANT, SCE, BILINGUAL, SPECIAL EDUCATION)?

A total of 59 of the teachers interviewed had students who received supplementary teacher instruction. In view of this small sample size, the findings reported here should be considered suggestive only.

Viewed collectively, the data indicate a coordination problem may exist, in that only 52-55% of the classroom teachers stated they coordinate their instructional activities with those performed by the supplementary teachers.

WHO DECIDES WHAT THE SUPPLEMENTARY TEACHERS WILL TEACH?

- 6% of the teachers said they alone determined the content of the supplementary instruction.
- 39% of the teachers said the supplementary teacher determined the content of the supplementary instruction.
- 55% of the teachers said the content of the supplementary instruction was based on joint classroom/supplementary teacher planning.

HOW MANY CLASSROOM TEACHERS FORMALLY COORDINATE THEIR INSTRUCTION WITH THE INSTRUCTION PROVIDED BY THE SUPPLEMENTARY TEACHER?*

- 52% of the teachers stated formal coordination existed.
- 48% of the teachers stated formal coordination did not exist.

*Formal coordination occurred if the classroom teacher and the supplementary teacher met on a regular basis to discuss their instructional activities.

Several classroom teachers said they did not communicate with their supplementary teachers on a regular basis, but were satisfied with the amount of coordination because they saw the activity sheets the students completed while out of the classroom. These teachers felt this was a time-efficient method of keeping them fully informed of the supplementary teacher's activities.

HOW MANY TEACHERS ADMINISTER INFORMAL READING INVENTORIES OR OTHER DIAGNOSTIC MEASURES TO THEIR STUDENTS AT THE BEGINNING OF THE SCHOOL YEAR?

- 60% of the teachers administered diagnostic measures to all their students at the beginning of the school year.
- 35% of the teachers administered diagnostic measures to some of their students at the beginning of the school year.
- 5% of the teachers did not administer diagnostic measures at the beginning of the school year.

HOW MUCH TEACHER TIME DOES IT TAKE TO ADMINISTER THE DIAGNOSTIC MEASURES?**

Number of Hours	Number of Teachers	Percent
1-5 Hours	40	50%
6-10 Hours	17	21%
11-25 Hours	17	21%
Not Applicable	6	8%

**Based on teacher estimates.

SHOULD BASAL TESTING BE A DISTRICT REQUIREMENT?*

- 70% of the teachers felt basal testing should be required.
- 30% of the teachers felt basal testing should not be required.

*Kindergarten teachers were not asked this question.

TEACHER AND ADMINISTRATOR SURVEYS

DO TEACHERS FEEL CURRICULUM PLANNING IS IMPORTANT?

When elementary and secondary teachers combined ranked their priorities for indirect services, curriculum planning was listed as the number three priority behind psychology/counseling personnel and special education services. Teachers in elementary schools ranked curriculum planning as their third priority in indirect services, while teachers in secondary schools ranked it as their first priority in indirect services.

DO ADMINISTRATORS FEEL CURRICULUM PLANNING IS IMPORTANT?

When elementary, secondary, and central office administrators combined ranked their priorities for indirect services, curriculum planning was listed as the number two priority behind staff development for teachers. Administrators at elementary schools ranked curriculum planning as their sixth indirect priority, central administrators ranked it as their second indirect priority, and administrators at secondary schools ranked it as their first indirect priority.

WHAT CONCLUSIONS CAN BE DRAWN ABOUT THE PERCEIVED NEED OF CURRICULUM PLANNING?

The greatest consensus on the need for curriculum planning was found at the secondary level where both teachers and administrators ranked it as their number one priority in indirect services. This suggests any systematic examination of curriculum should begin at the junior/senior high level.

April Gillespie
Joslin, Grade 4

CUMULATIVE FOLDER CHECK

WHAT WAS THE PURPOSE OF THIS ACTIVITY?

- To determine what reading information was available to teachers on their entering third-grade students.
- To learn more about the way in which reading instruction is provided in AISD.

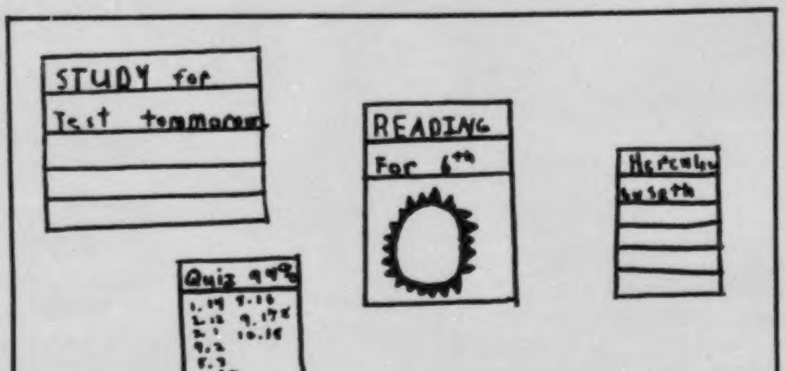
WHO WAS INCLUDED IN THE SAMPLE?

The folders of 276 third-grade students were examined. *All the students had been in AISD schools continuously during grades K-3.* Students who had transferred within the District were included in the sample, and special education students were excluded.

WHAT CONCLUSIONS CAN BE DRAWN ON THE BASIS OF THE CUMULATIVE FOLDER DATA?

Some information on the reading card is being recorded in a thorough and conscientious manner. Other types of information are not being recorded as completely or accurately as possible. When a reading card is not filled out correctly, it usually requires extra teacher time to decipher what previous reading instruction a student has received.

The results of the folder check suggest the instructions on the reading card are not as comprehensive as they could be, and a set of new instructions is needed that re-emphasizes previous instructions and clears up some ambiguities. The results also indicate the maintenance of cumulative folders should be monitored if accurate and full completion of the folders is desired.



Seth Rud Doss

WHAT PARTS OF THE CUMULATIVE FOLDER ARE MOST OFTEN NEGLECTED?

The findings revealed the cover page is the most neglected part of the cumulative folder. Annual entries are not always made, and many entries that are made are incomplete. Approximately 33% of the folders did not have an entry date or a school listed for each year the child had been in the District. Roughly 49% of the students who transferred within the District did not have a withdrawal date, a withdrawal reason, or a destination school for each time they changed schools. Since the instructions for the cover page seem clear, incomplete records are probably due to a lack of effort, and/or a feeling the cover information is not very important.

Many teachers are not using the supplementary text lists. Of the folders reviewed, 38% had no supplementary texts checked in the pre-primer column, 41% had no checks in the primer column, 49% had no checks in the first-year column, 52% had no checks in the second-year column, and 87% had no checks in the third-year column (as of January, 1981). These findings indicate:

- The teachers aren't marking or adding the supplementary texts they use or

- The teachers are not using supplementary texts.

Finally, no instructions for recording dates are written in the folder. As a result, some teachers fail to include the year along with the day and month. It is essential to know the year in which an activity took place, especially when a child has been retained or is performing above or below grade level.

WHAT NEW INFORMATION DID THE FOLDER CHECK REVEAL?

- 21% of the students received all their instruction in one basal series
  60% received instruction in two basal series
  18% received instruction in three basal series
  1% received instruction in four basal series

- 53% of the students had never changed from one basal series to another basal series during a school year
  39% had changed basal series during one school year
  8% had changed basal series in each of two school years

Since no comparison data are available, it is not known whether the number of basal series in which third-grade students are receiving instruction is reasonable or excessive. If time and resources permit, a study will be conducted in the summer of 1981 of the relationship between achievement and the number of basals in which a student receives instruction.

OBSERVATION DATA

WHAT OBSERVATION ACTIVITIES WERE PERFORMED?

A total of 352 observations were conducted by ORE staff using the Pupil Activities Record-Revised (PAR-R). This instrument was designed to provide an objective description of the instructional activities of students in elementary school grades. The design of the PAR-R provides for the observation of one student's classroom activities across subject areas for the period of one instructional day. The observations were conducted in Title I schools and schools affected by desegregation.

WHAT DOES THE OBSERVATION RESEARCH REVEAL ABOUT THE READING INSTRUCTION PROVIDED IN TITLE I SCHOOLS?

	1976-77	1977-78	1978-79	1980-81
Reading/L. A.				
Title I	2:01 (96)*	2:23 (75)	2:12 (114)	2:04 (34)
N-TI	2:02 (20)	2:30 (36)	2:16 (43)	2:00 (72)
Math				
Title I	:34	:39	:39	:42
N-TI	:36	:41	:42	:37
Social Studies				
Title I	:08	:17	:18	:08
N-TI	:06	:17	:17	:18
Science				
Title I	:11	:09	:06	:16
N-TI	:09	:12	:08	:12

*Number of observations.

Figure 1. AMOUNT OF TIME IN MINUTES IN MAJOR CONTENT AREAS, 1976-77 THROUGH 1980-81 FOR TITLE I STUDENTS AND NON-TITLE I STUDENTS IN TITLE I SCHOOLS.

Figure 1 reveals students in Title I schools have received far more instruction in reading/language arts during each of the last four years than in any other basic skill area. During the same four-year period, the time devoted to social studies, science, and math has been minimal. It is suggested that the District carefully consider the amount of time spent in reading/language arts activities and decide whether it is appropriate for elementary students.

80.32
(80.30)

Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: 1980-81 Reading Curriculum Study, **Grades 3-8.**

Contact Person: Patsy Totusek, Freda Holley

No. Pages: 12

Content:

The evaluation design is a one-year plan of evaluation to examine the reading curriculum used in AISD in grades K-3. The table of contents for this document includes:

I. Evaluation Design Review Form	This chapter presents the names of persons who were provided relevant portions of the design for review and comment.
II. Narrative Summary A. Program Summary B. Evaluation Summary	This chapter briefly describes the project and the general activities involved in the evaluation of the project.
III. Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
IV. Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the persons receiving the information.
V. Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed as well.

80.32
(80.30)

VI.	Data to be Collected in the Schools	This is a timeline for the collection of data in the schools.
VII.	Evaluation Time Resources Allocation Summary	This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

The reading curriculum study had three major objectives:

a) To provide a description of the reading instruction AISD teachers provide for students in grades K-3;

b) To identify areas in which the provision of reading services to grades K-3 can be improved; and

c) To identify additional questions about the AISD reading curriculum that warrant consideration in the future.

Scope of Design:

3	Decision Questions
15	Evaluation Questions

Evaluation Resources Required (in person-days):

4.25	Director
91	Evaluator
25	Programmer
77	Evaluation Assistant
27	Secretary

212

80.32
(80.34)

Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: 1980-81 Reading Curriculum Study, Grades 3-8.

Contact Person: Patsy Totusek, Freda Holley

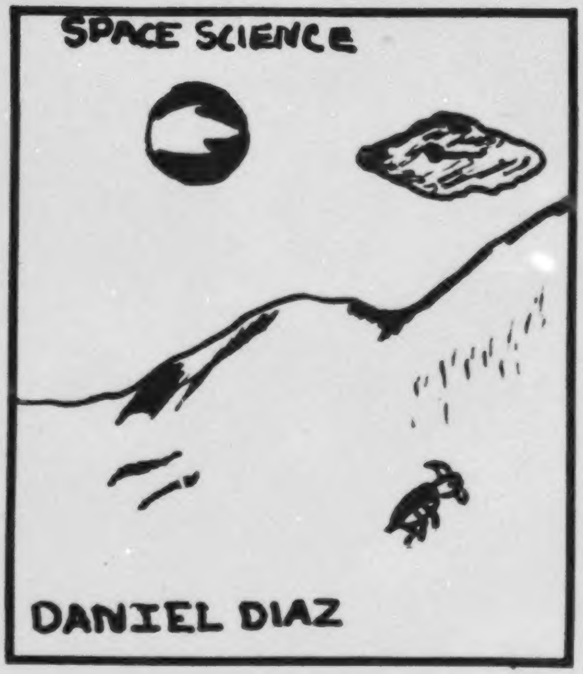
No. Pages: 92

Summary:

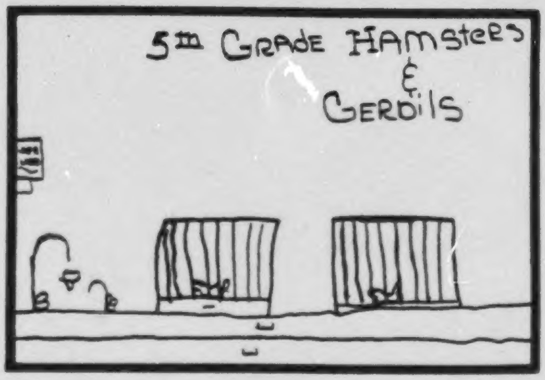
This is the accompanying technical document to the Reading Curriculum Study: Grades K-3 Final Report Summary.

The technical report contains the following four appendices:

Appendix A: Teacher Interview
Appendix B: Cumulative Folder Check
Appendix C: Teacher Survey
Appendix D: Pupil Activities Record Revised


SPACE SCIENCE
DANIEL DIAZ

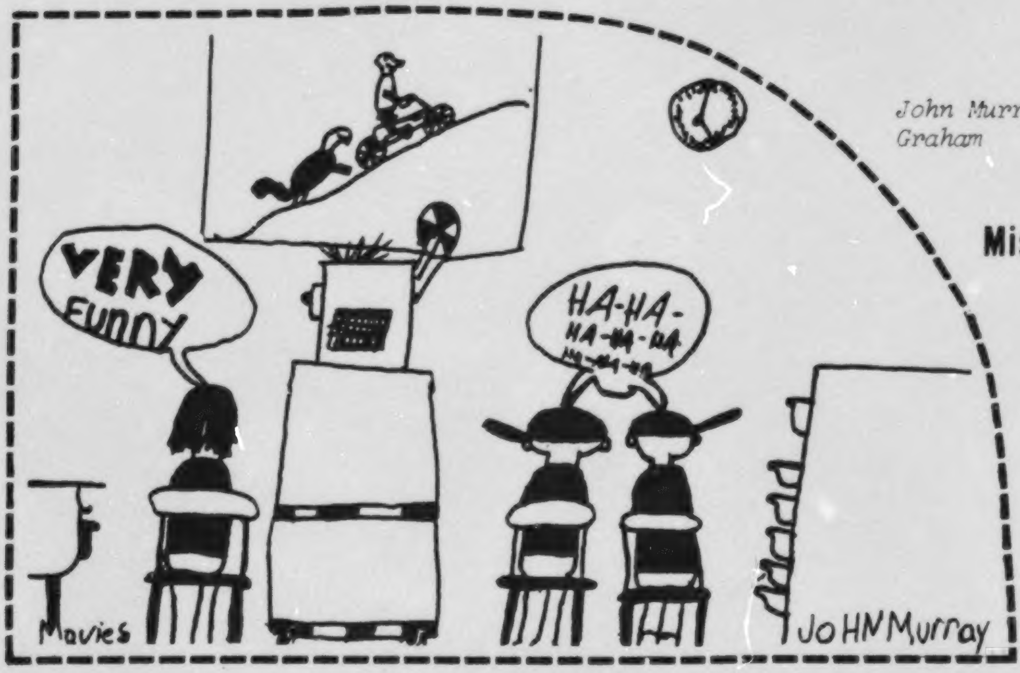
Daniel Diaz
Cunningham
Grade 6


5th GRAdE HAMstees & GERbils

Angie Garrett
Menchaca
Grade 5

Science

Accreditation Process


VERY FUNNY
HA-HA-HA-HA-HA
Movies
JoHN Murray

John Murray
Graham

Miscellaneous

80.32

FINAL REPORT

Project Title: Accreditation Process

Contact Persons: Nancy Baenen, Freda Holley

stop
Patrol

Seth Rud
Graham
Grade 5

Major Positive Findings:

1. The language arts objective of at least one percentile point improvement on the ITBS was met at grades one to eight. The only grade at which Language Total scores did not increase was grade four.

2. The high school language arts objective was met and exceeded by students now in tenth grade who took the STEP in 1980 and 1981.

3. The information dissemination objective was met. Most teachers (79%) and administrators (85%) feel the information dissemination system is adequate. Teacher survey results indicate that the District has made improvements in the system since last year.

Major Findings Requiring Action:

1. Although Language Total scores at grades one to eight generally increased, subtest scores suggest possible problem areas at some grade levels. The scores of students who took the ITBS both in 1980 and 1981 declined in Spelling at grades 4, 5, 6, and 8. Scores for students now in grade 4 declined on four of the five language subtests.

2. At the high school level, students now in 10th grade who took the STEP for the last two years showed a percentile gain of five points which exceeded the objective. However, students now in 11th and 12th grade showed decreases of two points in English Expression.

3. Minority students now in fifth grade made smaller gains than Anglos in terms of grade equivalent scores in the areas of language, work study, reading, and math. Minority students in grade five did show larger gains than Anglos in reading if median percentile scores are examined.

4. Most administrators and teachers surveyed this year feel coordination of bilingual education, special education, and regular education is inadequate. The percentage of teachers who feel coordination is adequate (30%) remained the same between 1980 and 1981.

WHAT IS THE ACCREDITATION PROCESS?

School districts in Texas must be accredited by the State in order to be eligible for State funds. One of the requirements for accreditation is to develop a five-year plan for improvement, implement that plan, and evaluate its effectiveness. The plan includes goals and objectives which the district hopes to achieve and activities designed to help meet them. Each district must report progress made towards accomplishing objectives and completing activities each year to the Texas Education Agency (TEA).

Last year, a five-year plan towards State accreditation for the Austin Independent School District was developed with input from many groups and individuals throughout the District. This year represents the first year in which Austin will be required to begin implementation of the plan and to report to TEA on progress made towards its five-year objectives. The five-year plan for Austin ISD designates the following student needs and program discrepancies:

Student Needs:

1. Student achievement in the basic skills area of language arts (including capitalization, punctuation, spelling, and English expression) at all grade levels.

2. Student achievement in the basic skills area of social studies at the elementary level.

3. Minority student achievement in all basic skills areas at all grade levels.

4. Discipline at the junior and senior high school levels.

Program Discrepancies:

1. Special education and "regular" education need to be closely coordinated so that children designated for special help are in fact considered in the planning and execution of plans for all teachers.

   The District needs to provide greater coordination between all of its instructional services and the so-called "regular" programs of instruction, particularly in the areas of bilingual and special education.

2. The District needs to develop a systematic plan for information dissemination.

3. The District needs to continue improvement in the personnel evaluation systems.

4. The District needs to plan a bond issue to include, among other things, the improvement of facilities in the area of physical education and athletics, the arts, and maintenance and operations, and the alleviation of overcrowding in certain areas of the District.

WHAT ACTIVITIES WERE CARRIED OUT THIS YEAR TO EVALUATE THE ACCREDITATION PROCESS?

The evaluation of the implementation of the first year of the Accreditation Plan focused upon two types of activities:

- checking on the District's accomplishment of its first year outcome objectives, and
- reporting on the progress made toward implementing the plan based on documentation supplied by District personnel.

ORE staff collected and analyzed outcome data which addressed the specific objectives in the plan. ORE was not responsible for monitoring the implementation of the plan, but did request progress reports from those with major responsibility for key components twice during the year.

Information sources used to measure the achievement of AISD's first-year objectives are briefly described below.

- The Iowa Tests of Basic Skills (ITBS) is given to all AISD students in grades one to eight. Median percentile and grade equivalent scores on several tests were examined to measure the achievement of objectives in language arts and minority student achievement. The ITBS was also reviewed in developing the social studies index.
- The Sequential Tests of Educational Progress (STEP) is a standardized test given to all AISD students in grades 9-12. Median percentile scores in English Expression were used to measure the language arts objective.
- The Essential Competencies and Skills lists for social studies were reviewed in developing the social studies index.
- The Questions for Teachers survey included a number of questions relevant to the coordination, information dissemination, personnel evaluation, and low SES objectives. Approximately 200 teachers responded to each of two forms of the survey.
- The Questions for Administrators survey was sent to a 50% sample of AISD administrators. It included some of the questions on the teacher survey. Questionnaires were returned by 128 administrators (82% of the original sample).
- Districtwide discipline data will be supplied by the Office of Student Development to measure the achievement of the discipline objective.
- Information from ORE's evaluation of the Professional Personnel Evaluation system will be used to measure accomplishment of the objective in this area.

This is a preliminary status report. More extensive information will be available when the report to TEA is completed in August.

Wanda Williams
Doss

MATH
Now students - I hope you don't have a "TALE OF WOE"

WERE THE ACCREDITATION OBJECTIVES FOR 1980-81 MET?

Some of the objectives were met, but some were not. Figure 1 summarizes the status of AISD on all of the accreditation objectives for 1980-81. *Accreditation objectives were met in language arts for grades one to eight, social studies, and information dissemination.* The objectives not met included: language arts for grades nine to twelve, minority student achievement, and coordination of programs.

Language Arts

The ITBS and STEP median percentile scores used to measure the accomplishment of this objective are shown in Figures 2 and 3. Comparisons of performance were done only for those students tested in AISD during 1980 and 1981 to assure matched groups and fair conclusions. Language Total scores improved at all grades except fourth. Subtest scores reveal that Spelling was the area with the greatest number of declines: scores decreased for students now in grades 4, 5, 6, and 8. Scores declined only for those now in grade 4 in Capitalization and Punctuation, with relatively large gains at grades 6, 7, and 8 in Capitalization. Usage scores stayed the same for fourth and sixth graders in 1980 and 1981.

At the high school level, English Expression scores increased by 5 percentile points for students now in 10th grade, but decreased by two points for those now in 11th and 12th grade.

Social Studies

The Essential Competencies and Skills lists for social studies and the ITBS tests and manuals were reviewed in developing an index of social studies at the elementary level. The index includes the following tests:

ACCREDITATION OBJECTIVES 1980-81

	OUTCOME OBJECTIVE	DATA	ACCOMPLISHMENT
1.	AISD students in grades 1-8 will show improvements of at least one percentile point over the previous year in Language Arts.	Median percentile matched scores in Spelling, Capitalization, Punctuation, Usage, and Language Total; grade equivalent scores.	This objective was met by all except 4th graders based on Language Total scores. In Capitalization and Punctuation, only those now in 4th grade failed to show gains. In Usage, this was true of those in 4th and 6th grade. In Spelling, 2nd, 3rd, and 7th graders met the objective, but 4th, 5th, 6th, and 8th graders did not.
	AISD students in grades 9-12 will show improvements of at least two percentile points over the previous year in Language Arts.	Median percentile scores for matched groups in English Expression.	Tenth graders who took the test two consecutive years showed a gain of five percentile points from 1980 to 1981. Those now in eleventh and twelfth grade showed a loss of two percentile points.
2.	The District will develop a social studies index based on items from the ITBS. This index will be used to measure student achievement at the elementary level in the skills of social studies.	Essential Competency and Skill Lists. ITBS manuals and tests.	The Social Studies Index was developed as follows based on ITBS tests: Grades 1-2: Word Analysis, Reading Comprehension (stories), Math Problems. Grades 3-4: Work Study Skills: Visual Materials, Reference Materials. Grades 5-6: Work Study Skills, Reading Comprehension.
3.	The difference between the median achievement scores of AISD Anglo and minority fifth-grade students in 1980-81 will be equal to or less than the achievement scores of the 1979-80 fourth-grade class.	ITBS median percentile scores and grade equivalent scores for matched groups.	Based on median percentile scores, minority students gained more than Anglos in Reading. Minority gains were slightly smaller than Anglos in terms of Language, Work Study, and Math Total scores. Grade equivalent scores showed Anglos with slightly larger gains in all areas.
4.	Eighty-five percent of AISD 7th and 9th grade students will not be involved in disciplinary actions during the school year.	Districtwide discipline and enrollment data.	Discipline records will not be ready until July.

Figure 1. STATUS ON ACCREDITATION OBJECTIVES FOR 1980-81. (page 1 of 2)

ACCREDITATION OBJECTIVES 1980-81 (continued)

	OUTCOME OBJECTIVE	DATA	ACCOMPLISHMENT
5.	AISD staff will report the District has made improvements in the coordination of these areas (Special Education, Bilingual Education, regular education).	Teacher and administrator survey questions.	The percentage of teachers who felt coordination was adequate (30%) remained the same between 1980 and 1981. Most of the teachers and administrators (including bilingual and special education administrators) felt coordination was inadequate.
6.	AISD staff will report the District has made improvements in the area of information dissemination.	Teacher and administrator survey questions.	The percentage of teachers who felt dissemination was adequate increased slightly from 1980 to 1981 (75% to 79%). The percentage who strongly agreed increased 10%. Most administrators (85%) and teachers (79%) said the system was adequate.
7.	The AISD Personnel Evaluation System will be administered with greater consistency than in the previous year.	Mean ratings on personnel evaluations.	Not yet available.

Figure 1. STATUS ON ACCREDITATION OBJECTIVES FOR 1980-81. (continued, page 2 of 2)

GRADES	SPELLING 1980	SPELLING CHANGE	SPELLING 1981	CAPITALIZATION 1980	CAPITALIZATION CHANGE	CAPITALIZATION 1981	PUNCTUATION 1980	PUNCTUATION CHANGE	PUNCTUATION 1981	USAGE 1980	USAGE CHANGE	USAGE 1981	LANGUAGE TOTAL 1980	LANGUAGE TOTAL CHANGE	LANGUAGE TOTAL 1981
1-2	61	+2	63												
2-3	59	+6	65												
3-4	65	-3	62	59	-2	57	74	-1	73	60	0	60	65	-1	64
4-5	62	-1	61	53	+5	58	68	+6	74	61	+3	64	62	+5	67
5-6	61	-1	60	47	+12	59	64	+4	68	60	0	60	59	+2	61
6-7	53	+3	56	47	+10	57	59	+5	64	56	+3	59	52	+7	60
7-8	54	-2	52	47	+13	60	56	+9	65	54	+6	60	53	+7	60

Figure 2. ELEMENTARY ITBS SCORES IN LANGUAGE ARTS. Median percentile scores for matched groups of students who took the Iowa Tests of Basic Skills in 1980 and 1981. Also shows percentile point changes in medians from year to year.

GRADES	ENGLISH EXPRESSION 1980	ENGLISH EXPRESSION CHANGE	ENGLISH EXPRESSION 1981
9-10	34	+5	39
10-11	39	-2	37
11-12	44	-2	42

Figure 3. SECONDARY LANGUAGE ARTS STEP(Sequential Tests of Educational Progress) SCORES. Median percentile scores in English Expression for those who took the test in both 1980 and 1981. Also shows percentile point changes in median from year to year.

Grades 1-2:	Word Analysis Reading Comprehension (Stories) Math Problems
Grades 3-4:	Work-Study Skills (Visual Materials and Reference Materials)
Grades 5-6:	Work-Study Skills (Visual Materials and Reference Materials), Reading Comprehension

The elementary coordinators expressed some concern about whether these tests accurately reflect their overall social studies curriculum, especially at grades 1 and 2. However, since major changes may be made next year in the social studies area and an alternative test is not available, this index will be used at least for 1981-82 to measure social studies achievement.

Minority Student Achievement

Comparisons of minority and Anglo student achievement for students in 4th grade in 1980 and 5th grade in 1981 were made based on percentile and grade equivalent scores. Due to some statistical problems with percentile scores, grade equivalent scores actually present a more accurate picture of changes in performance. The grade equivalent scores are shown in Figure 4.

GRADE EQUIVALENT SCORES	HISPANIC			BLACK			ANGLO		
	4th 1980	CHANGE	5th 1981	4th 1980	CHANGE	5th 1981	4th 1980	CHANGE	5th 1981
Reading Total	4.2	+1.1	5.3	3.9	+1.0	4.9	5.9	+1.2	7.1
Language Total	4.6	+1.1	5.7	4.3	+1.0	5.3	6.1	+1.4	7.5
Work Study Total	4.5	+1.0	5.5	4.0	+1.1	5.1	5.8	+1.3	7.1
Math Total	4.5	+ .9	5.4	4.1	+1.0	5.1	5.6	+1.2	6.8

Figure 4. ITBS GRADE EQUIVALENT SCORES BY ETHNICITY. Grade equivalent total scores based on median percentile scores. Reflects scores of students who took the tests in 1980 and 1981.

Minority students gain more than Anglos in terms of Reading Total percentile scores. However, this is not true if grade equivalent scores are examined. Grade equivalent scores indicate that minorities show slightly smaller gains than Anglos in all of the major areas. It is noteworthy, however, that minority students show gains of at least one year for every year of instruction except in math.

Teachers were asked during 1980 and 1981 whether the emphasis on low SES and minority student achievement had been effective in improving these students' performance. In 1980, 89% felt the emphasis had helped, 2% did not know, and 9% felt it had not been effective. During 1981, the first year of desegregation, teachers are much more uncertain about this question. About 29% agreed that the emphasis had helped, 48% were not sure, and 23% felt it had not helped.

Administrators were asked this question this year. Over half (55%) felt the emphasis on low SES and minority student achievement had been effective in improving performance. Administrators also replied to a question on whether staff development has adequately dealt with improving minority student achievement. Only 25% felt that it had. Secondary administrators were more satisfied than elementary administrators.

Discipline

Disciplinary actions monitored for the accreditation objective include short-term suspension, long-term suspension, and corporal punishment. The percentage of 7th and 9th graders not involved in these disciplinary actions will not be available until July.

Program Coordination

The same percentage of teachers (30%) agreed both in 1980 and 1981 that coordination was adequate among special education, bilingual education, and regular education programs. Only 9% of the administrators surveyed this year felt coordination was adequate. This data did not indicate that coordination had improved.

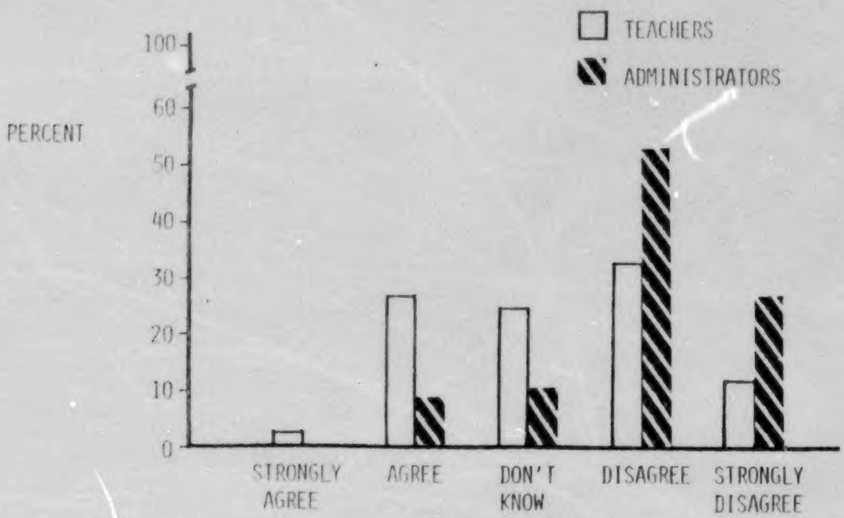


Figure 5. TEACHER AND ADMINISTRATOR RESPONSE ON INSTRUCTIONAL COORDINATION, 1981. Shows agreement and disagreement with this statement: "There is adequate coordination among special education, bilingual education, and 'regular' education."

Information Dissemination

Teacher survey results indicate that the District has made **improvement** in the information dissemination system. About 75% of the teachers felt dissemination was adequate in 1980; 79% felt it was in 1981. There was also a 10% increase in the percentage who strongly agreed. The general trend was towards stronger agreement that information dissemination in AISD was adequate. An even higher percentage of administrators (85%) felt information dissemination was adequate. Thus, this objective was met.

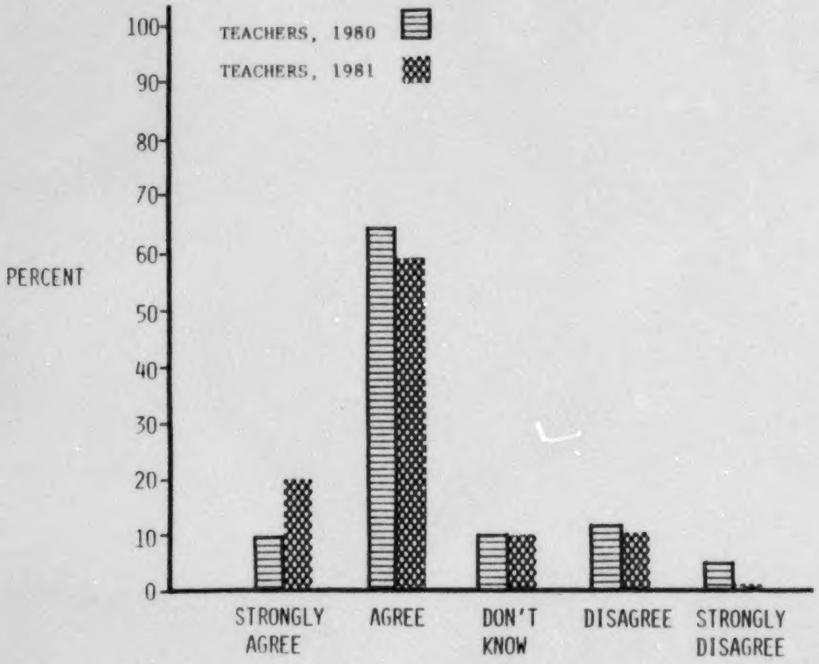


Figure 6. TEACHER RESPONSES ON INFORMATION DISSEMINATION: 1980 AND 1981. Shows agreement and disagreement with this statement: "Current information dissemination practices...are effective in keeping the community and District personnel informed."

Personnel Evaluation

Teacher survey data reveals a slight increase (from 71% to 78%) in the percentage of teachers satisfied with the Professional Personnel Evaluation system. About 85% of the administrators are satisfied with the system.

Administrators were also asked about the adequacy of the Administrator Evaluation System. About half (56%) stated that this system was adequate. Some activities in the accreditation plan for 1981-82 deal with the improvement of this system.

The information needed to measure achievement of the personnel evaluation objective is not yet available. Consistency of teacher evaluation ratings across schools will be analyzed this summer. Other data concerning the personnel evaluation system are presented in Section VI of this volume.

Bond Issue

No activities were planned for 1980-81 for the bond issue. Because of uncertainties associated with desegregation, preparation for a bond issue was delayed until needs became evident.

WERE THE ACCREDITATION ACTIVITIES WHICH WERE TO BE CARRIED OUT IN 1980-81 COMPLETED?

Most of the accreditation activities for 1980-81 were completed. A preliminary analysis indicates that 74% of the 96 activities were completed, and 9% were partially completed. No progress was made on 17% of the activities (see Figure 6).

The only areas in which less than half of the activities were accomplished were coordination and information dissemination. Changing personnel (including a new superintendent), desegregation, and administrative reorganization partially account for these incomplete activities. Coordination among major programs should be better next year as a result of the reorganization. Dissemination activities may change somewhat due to changing priorities in this area.

	On Schedule or Complete		Partially Complete		Incomplete (No Progress)	
	No.	%	No.	%	No.	%
LANGUAGE ARTS	40	87%	5	11%	1	.2%
SOCIAL STUDIES	11	73%	2	13%	2	13%
MINORITY ACHIEVEMENT	7	70%	0	0%	3	30%
DISCIPLINE	2	67%	1	33%	0	0%
COORDINATION	2	29%	1	14%	4	57%
INFORMATION DISSEMINATION	3	38%	0	0%	5	63%
PERSONNEL EVALUATION	6	86%	0	0%	1	14%
TOTAL	71	74%	9	9%	16	17%

Figure 6. STATUS OF ACCREDITATION ACTIVITIES AS OF JUNE 16, 1981.

80.32
(80.16)

Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: 1980-81 Accreditation Process

Contact Person: Nancy Baenen, Patsy Totusek, Ph.D.

No. Pages: 15

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I. Evaluation Design Review Form	This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
II. Narrative Summary A. Program Summary B. Evaluation Summary	This chapter briefly describes the project and the evaluation activities tied to the project.
III. Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
IV. Information Needs A. Needs B. Overview	Here the evaluator specifies other information needs that are not included in the decision question section. This may include information required for annual TEA reports, applications, interim reports, etc.
V. Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the persons receiving the information.
VI. Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed as well.

Evaluation Design Summary:

The evaluation of the implementation of the first year of the Accreditation Plan will focus upon two types of activities:

- checking on the District's accomplishment of its first year objectives, based on outcome data from achievement tests, discipline records, survey data, and the personnel evaluation ratings; and
- reporting on progress made toward implementing the plan based on documentation supplied by District personnel.

A report on the Austin ISD's progress towards meeting it first year objectives is due to TEA in July, 1981. One section of the 1980-81 Evaluation Findings Volume will also report on progress made in the implementation and meeting of objectives.

ORE staff will collect and analyze outcome data which address the specific objectives in the plan. ORE will not be responsible for monitoring the actual implementation of the plan but will report on documentation supplied by those responsible for key components.

Scope of Design:

1 Decision question
7 Evaluation questions

E.S.A.A./District Priorities
Systemwide Desegregation

Michelle Kohoutek
McCallum
Grade 10

80.32

FINAL REPORT

Project Title: ESAA/District Priorities--Systemwide Desegregation

Contact Person: Karen Carsrud, Helen Berrier, Freda Holley

Major Positive Findings:

- Achievement. Reassigned and nonreassigned students in grades 10, 11, and 12 did not differ significantly in their achievement gains on any of the STEP subtests. At the elementary level, White reassigned students did as well or better than their nonreassigned peers for all grade levels and subtests of the ITBS, with the exception of Reading and Math at grade 3.

- Attendance. Average daily attendance for the District was higher in 1980-81 than for 1979-80. During the first six weeks, reassigned elementary students had lower attendance rates than their nonreassigned peers while the reverse was true for junior and senior high students. However, reassigned and nonreassigned students did not differ in attendance rates at any grade level for the remaining six-week periods.

- Curricular and Extracurricular Activities.

  --For all ethnic groups, the rate of participation in senior high extended school day courses increased from fall 1979 to fall 1980.

  --Reassigned elementary students received the same type and amount of classroom instruction as their nonreassigned peers. Additionally, former Title I students reassigned to non-Title I campuses received somewhat more instructional time devoted to basic skills than did students currently receiving regular Title I services.

- Attitudes. AISD teachers and parents generally agreed that the District had done a good job of handling desegregation-related problems.

Major Findings Requiring Action:

1. At grades 2, 3, and 4, reassigned minority students gained significantly less than their nonreassigned peers on the ITBS in both Reading and Math. In Reading at grades 7 and 8, reassigned students gained significantly less than their nonreassigned peers, regardless of ethnicity. Figure 1 on the following page illustrates these findings for White and Hispanic students.

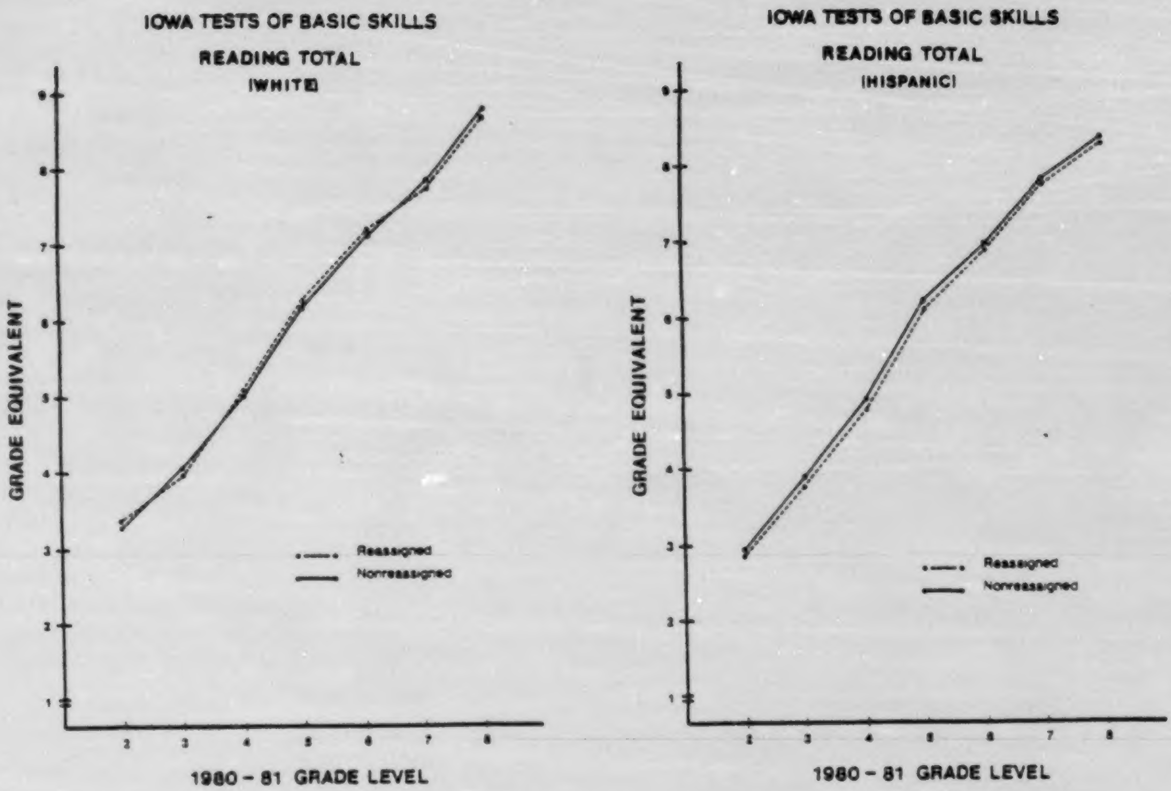


Figure 1. MEAN GRADE EQUIVALENT SCORES FOR GRADES 2 - 8, FOR WHITE AND HISPANIC STUDENTS, ON THE ITBS.

2. Reassigned students, regardless of ethnicity, participated in extended school day courses much less than their nonreassigned peers.

3. Hispanic students generally participated in extended school day courses much less than either Black or White students.

4. There was a relative decline in grade point average for minority senior high students compared to White students, and this decline was greater at the 10th and 11th grades for reassigned minority students than for nonreassigned minority students.

FOREWORD--

In the fall of 1980, the Austin Independent School District began implementation of a massive desegregation plan. With monies provided through an Out-of-Cycle grant from the Emergency School Aid Act (ESAA) and supplemented by District resources, the AISD Office of Research and Evaluation conducted an extensive study of the Districtwide effects of desegregation. Several areas of interest were identified, including *achievement and grades*, *attendance, participation in extracurricular activities, use of classroom instructional time, special education referrals and admissions, and staff, student, and parent attitudes.*

Because of the great interest surrounding the desegregation effort, it is important that the following terms be carefully defined before discussing any findings:

> *Reassigned and Nonreassigned Students.* Students were considered to be reassigned if the 1980-81 school assignment was changed for their grade level by the desegregation plan. This category included students reassigned by previous desegregation orders who continued to be reassigned during the 1980-81 school year. Nonreassigned students were those whose 1980-81 school assignments were not changed by the desegregation plan.
>
> *Transfer Students.* These were students whose current school assignments, based on home address and grade, did not match the schools in which they were enrolled. Most of these were students who had been given transfers by the District prior to the court order and were given the option to continue as "transfer" students at the beginning of 1980-81.
>
> *Reorganized and Nonreorganized Schools.* The term "paired schools" was not used in the evaluation report because there were actually few discrete pairs of elementary schools in the District. Instead, "reorganized" was used to refer to any elementary school which had a student population other than the typical kindergarten through 6th grade arrangement. This generally included schools with only 1st through 3rd grades and schools with only 4th through 6th grades. Nonreorganized schools were K - 6 schools.

Note that the term *busing* has been studiously avoided. Although student transportation was a major part of Austin's desegregation plan, many reassigned students did not ride buses while many nonreassigned students did ride buses. Thus, the term "busing" was considered to be both misleading and inaccurate when discussing the desegregation effort overall.

The table appearing in Figure 2 on the following page presents the major information sources which were used in the evaluation study. They represent a combination of permanent data sources maintained by the District from year to year and instruments developed by ORE staff specifically for the desegregation evaluation. Following Figure 2 is a discussion of the desegregation evaluation findings gleaned from those information sources and grouped according to major questions of interest. These findings and those developed from the remaining information sources are discussed in more detail in the ESAA/District Priorities--Systemwide Desegregation 1980-81 Final Technical Report, ORE publication number 80.80.

The four major areas to be discussed are:

- *ACADEMIC ACHIEVEMENT AND GRADES*
- *OTHER STUDENT AND STAFF OUTCOMES (SUCH AS ATTENDANCE)*

INFORMATION SOURCE	GRADE RANGE	PURPOSE AND PROCEDURE
Iowa Tests of Basic Skills (ITBS)	2 - 8	The *IOWA TESTS OF BASIC SKILLS (ITBS)* were analyzed to determine whether elementary and junior high school students taking the tests both in 1979-80 and 1980-81 showed any changes in academic achievement, based on ethnicity and/or assignment status.
Sequential Tests of Educational Progress (STEP	10 - 12	The *SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP)* were analyzed for students in grades 10 through 12 for the same purposes as were the ITBS.
Pupil Activities Record--Revised (PAR-R)	2 & 5	The *PUPIL ACTIVITIES RECORD--REVISED (PAR-R)* was used to observe the amount and kind of instruction provided to 352 2nd and 5th grade students during a regular school day.
Extended School Day Course Enrollment	9 - 12	The *STUDENT GRADE REPORT FILE (SGR)* was analyzed to obtain enrollment information from the 1979-80 and 1980-81 school years concerning selected high school courses requiring student time beyond the regular school day--"extended school day" courses.
Student Interview	4, 8, & 11	An 8-item *STUDENT INTERVIEW* format inquiring into students' attitudes toward school was conducted with 32 4th, 8th, and 11th grade students.
Teacher Interview	Elementary and Secondary	A 15-item *TEACHER INTERVIEW* format inquiring into teachers' perceptions of the 1980-81 desegregation plan and its effects on the classroom was administered over the telephone to 60 AISD teachers.
Parent Questionnaire	K - 12	An 18-item *PARENT QUESTIONNAIRE* in both English and Spanish was mailed to the parents of 622 AISD students to assess parent attitudes regarding the 1980-81 desegregation plan. The return rate was 50%.
Employee Master Record File (EMR)	Elementary and Secondary	The *EMPLOYEE MASTER RECORD FILE (EMP)* was analyzed to obtain information concerning the number of teachers and school building administrators who had resigned during their contract year during 1978-79, 1979-80, and 1980-81.
Student Masterfile data on Enrollment	K - 12	The *STUDENT MASTERFILE (SMF)* data on enrollment were analyzed to determine the differences in the numbers of students failing to re-enroll in 1979-80 with those failing to re-enroll in 1980-81.
Texas Daily Register of Pupil Attendance	K - 12	Data were obtained from the 1979-80 and 1980-81 *TEXAS DAILY REGISTERS OF PUPIL ATTENDANCE* for 300 students to determine whether there were any changes in their attendance between the two years.
Parent Interview	K - 12	A 10-item *PARENT INTERVIEW* was conducted over the telephone with the parents of 50 students who were enrolled in private schools during 1980-81 to ascertain why they had removed their children from AISD and what might encourage them to re-enroll in AISD.
Principal Interview	Elementary	An unstructured *PRINCIPAL INTERVIEW* was conducted with the principals of five elementary schools who had been particularly effective in implementing desegregation during 1980-81 to obtain information about successful practices at their schools.
Student Grade Report File (SGR)	10 - 12	Grade Point Averages (GPA's) were computed from the *STUDENT GRADE REPORT FILE (SGR)* for senior high school students in grades 10 - 12 to determine whether changes in grades across all subject areas between 1979-80 and 1980-81 were related to ethnicity, assignment status, and/or grade level.

Figure 2. MAJOR SOURCES OF INFORMATION USED IN THE DESEGREGATION EVALUATION.

- *ATTITUDES OF THOSE AFFECTED BY DESEGREGATION*
- *PRACTICES FOR IMPLEMENTING DESEGREGATION AT THE ELEMENTARY SCHOOL LEVEL*

HOW DID DESEGREGATION AFFECT STUDENT ACHIEVEMENT AND GRADES?

ELEMENTARY AND JUNIOR HIGH ACHIEVEMENT-- The Iowa Tests of Basic Skills (ITBS) were used to measure the impact of reassignment status and ethnicity on reading and math achievement of elementary and junior high school students in 1980-81. The analyses were conducted separately for each grade level and are described in the summary appearing in Figure 2. For both Reading Total and Math Total grade equivalent scores, there were differences between the different ethnic groups at all grade levels. White students had higher 1981 Reading and Math scores than did Hispanic students having the same 1980 pretest scores. In turn, Hispanic students generally had higher 1981 scores than did Black students having the same 1980 scores.

In addition to ethnicity, assignment status and the interaction of assignment status with ethnicity were significant at certain grade levels and subtests. Figure 1, which appears earlier in this report, illustrates these results for White and Hispanic students. In general, *reassigned minority students did not gain as much in achievement as their nonreassigned peers. At the 3rd grade level in Reading and Math and at the 7th and 8th grade levels in Reading, reassigned White students gained less than their nonreassigned peers. In all other areas and grade levels, White reassigned students gained more than their nonreassigned peers on the ITBS.*

SENIOR HIGH ACHIEVEMENT-- The Sequential Tests of Educational Progress (STEP) were used to measure the impact of assignment status and ethnicity on achievement of high school students in 1980-81. The analyses were conducted separately for each grade level and are described in the summary appearing in Figure 2. For all three grade levels and across all areas of the STEP, the only significant differences were among different ethnic groups. *White students consistently had higher 1980-81 scores than did minority students*

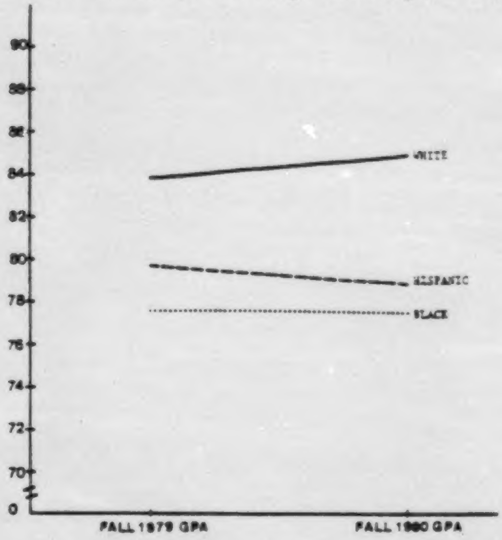


Figure 3. MEAN GRADE POINT AVERAGE, BY ETHNICITY, FOR GRADES 10 - 12.

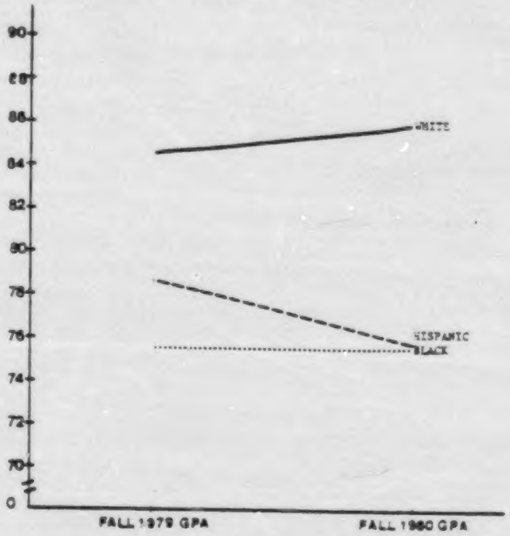


Figure 4. MEAN GRADE POINT AVERAGE FOR REASSIGNED STUDENTS, BY ETHNICITY.

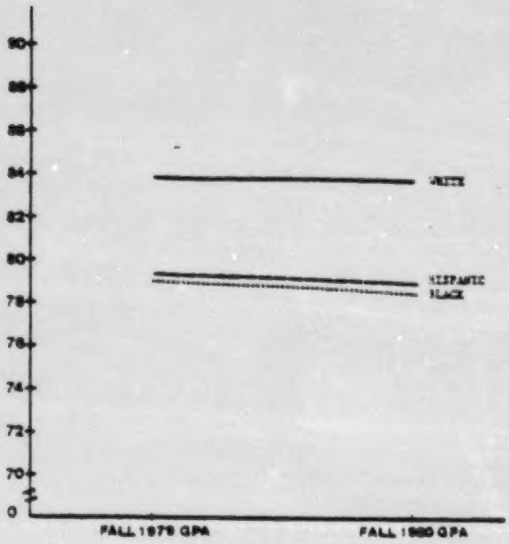


Figure 5. MEAN GRADE POINT AVERAGE FOR NONREASSIGNED STUDENTS, BY ETHNICITY.

Caution should be used in interpreting these results. Although GPA's are often used in determining scholarship eligibility and do affect parent and student attitudes, these results do not necessarily mean that minority students learned less in 1980-81 than in 1979-80. It is possible that the 1979-80 grades for minority students were inflated somewhat. This interpretation is supported by the greater relative decline for Hispanic reassigned students who had not been as much affected by previous desegregation orders. If grading standards are more uniformly applied across the District now, the gap in GPA between White and minority students could simply appear to be widening. Nevertheless, these trends should be monitored to determine whether reassigned minority students continue to have lower GPA's than their nonreassigned peers.

with the same 1979-80 scores. However, being reassigned by the desegregation plan did not have a significant effect on achievement at the high school level.

GRADES-- Several parents and some school personnel expressed concern about the possibility of declining grades for reassigned minority students in high schools which were greatly affected by the desegregation plan. In an effort to determine whether such trends were actually occurring, grades for students who were attending any of the affected high schools were examined.

The results of the analyses indicated that *there was a relative decline in grade point average for minority students when compared with White students having the same 1979-80 GPA. This decline was greater for minority students who were reassigned to formerly predominantly White high schools than for nonreassigned minority students.* White students, on the other hand, showed an increase in GPA. Figures 3, 4, and 5 illustrate these findings.

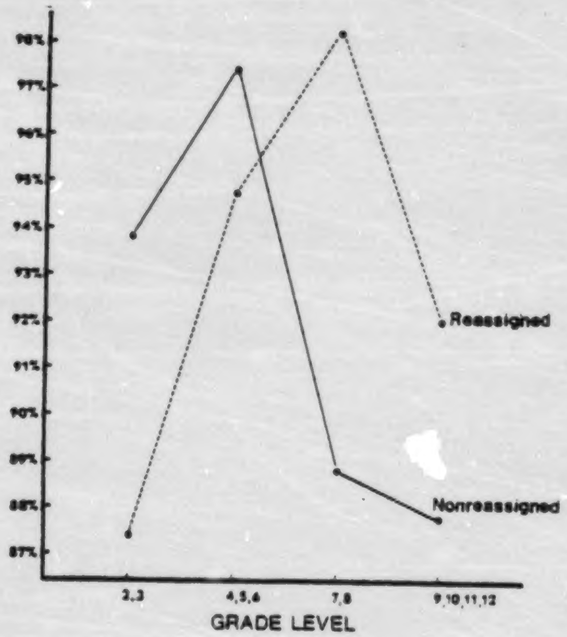


Figure 6. PERCENT ADA FOR ALL GRADE LEVELS FOR THE 1ST SIX WEEKS OF 1980-81.

WHAT EFFECTS DID DESEGREGATION HAVE ON OTHER STUDENT AND STAFF OUTCOMES?

Besides achievement, the District was very interested in knowing how desegregation might affect other important aspects of student life. Findings with regard to these concerns will be discussed below.

ATTENDANCE-- In general, the District did not report any increased problems with attendance for 1980-81. The average daily attendance figures reported by the Department of Pupil Services indicated that the average percentage of students in attendance was as high or higher in 1980-81 as in 1979-80.

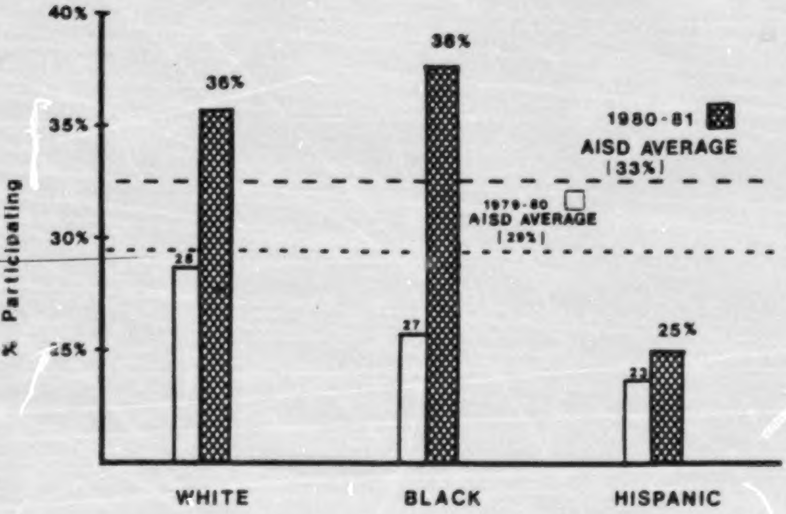


Figure 7. PERCENTAGES OF STUDENTS, BY ETHNICITY, PARTICIPATING IN EXTENDED SCHOOL DAY COURSES IN FALL 1979 AND FALL 1980.

However, in order to assess the impact of being reassigned on attendance of students for various grade levels and ethnic groups, the analyses of the Texas Daily Registers of Attendance for 1979-80 and 1980-81 were conducted, as summarized in Figure 2. The results, which appear in Figure 6, indicated that *there were no differences in percentage of days in attendance between various ethnic and assignment status groups at any grade level during the 2nd - 5th six-week periods. However, for the 1st six weeks, reassigned students in grades 2 and 3 and 4 through 6 had lower attendance rates than their nonreassigned peers.* At the junior and senior high levels, though, the opposite was true.

EXTENDED SCHOOL DAY COURSE ENROLLMENT-- Another issue of interest was the degree of student participation in extracurricular activities this year as compared with last year and whether such participation was related to either ethnicity or assignment status. This was done by examining enrollment in senior high level courses requiring time beyond the regular school day--i.e., "extended school day courses." Figure 7 compares participation rates for Fall 1979 and Fall 1980. This figure shows that *the Districtwide participation rate for senior high students increased from 29% of the total senior high student population in 1979 to 33% in 1980.* Black students demonstrated the largest increase (up 11%), followed by White students (up 8%) and Hispanic students (up 2%). However, these figures are probably influenced to some degree by changes in the ethnic mix of AISD senior high students from 1979 to 1980.

Figure 8 displays the percentages of senior high students, by ethnicity and assignment status, who participated in extended school day courses during the fall 1980 semester. This figure shows that White and Black students generally participated at rates slightly above the District average. In addition, *reassigned students (regardless of ethnicity) participated at much lower rates than their nonreassigned peers.*

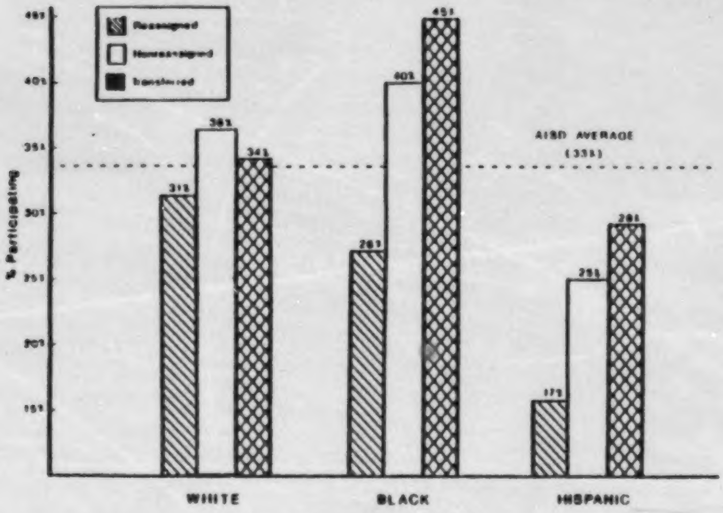
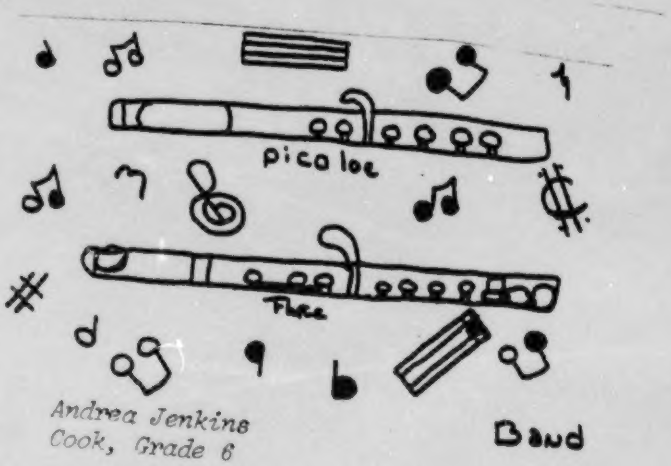


Figure 8. PERCENTAGES OF STUDENTS PARTICIPATING IN EXTENDED SCHOOL DAY COURSES IN FALL 1980.

CHANGES IN DISTRICT ENROLLMENT -- Students from 1979-80 who failed to re-enroll for 1980-81 were tallied by their anticipated reassignment status and whether or not they had enrolled in a private school in the Austin area. Figure 9 on the following page summarizes the findings. Of the students who did not re-enroll in AISD for 1980-81 and who also did not enroll in a private school in the Austin area, 30.2% were reassigned, compared to 21.8% in the District as a whole. *Although not all students who failed to re-enroll were school leavers, it seems probable that reassigned students were more likely to fail to re-enroll than nonreassigned students.*

PRIVATE SCHOOL ENROLLMENT-- **Figure 9** further indicates that *51% of the students who failed to re-enroll in the District and instead enrolled in a private school were scheduled to be reassigned for 1980-81.* This finding, together with findings from parent interviews, seems to indicate a need for increased public awareness of the advantages of AISD schools (such as extra-curricular activities and a wide range of classes), plus public commitment by the District to a strong discipline program and a challenging academic program for every child, including the gifted.



Andrea Jenkins
Cook, Grade 6

USE OF CLASSROOM TIME--

The effect of desegregation on time usage was studied using the PAR-R to make extensive, day-long observations, as described in Figure 2. These observations revealed no significant differences in the use of time as a function of reassignment status. That is, *reassigned students seemed to receive the same amount and type of instruction as their nonreassigned peers. Furthermore, former Title I students reassigned to non-Title I campuses received somewhat more instructional time devoted to basic skills than did students currently receiving regular Title I services.*

STAFF RESIGNATIONS DURING THE CONTRACT YEAR-- School building personnel are on the "front line" during any desegregation process and might be expected to experience the most severe job-related stress as a result. Resignation of such staff during a contract year can be very disruptive, and thus, it was of concern to see if such resignations increased in 1980-81 over 1978-79 and 1979-80.

	1980-81 Reassignment Status		
"NO SHOW" STUDENTS WHO	Not Reassigned	Reassigned	Undetermined or Transfer
DID NOT ENROLL IN PRIVATE SCHOOL.	69.8%	30.2%	0%
DID ENROLL IN PRIVATE SCHOOL.	49.0%	51.0%	0%
PERCENTAGE, BY ASSIGNMENT STATUS, IN THE DISTRICT	68.2%	21.8%	10.0%

Figure 9. PERCENTAGE OF STUDENTS FOR "NO SHOWS" AND STUDENTS IN THE DISTRICT AS A WHOLE.

Figure 10 on the following page contains the percentages of building-level staff (both teachers and administrators) who resigned during their contract year for 1978-79, 1979-80, and 1980-81. Although the percentage for 1980-81 is higher than for 1979-80, it is not as high as for 1978-79. These results are somewhat reassuring although economic factors may affect resignations as much as stress level of the work setting.

1978-79	1979-80	1980-81
3.70%	2.68%	3.13%

Figure 10. PERCENTAGE OF RESIGNATIONS DURING A CONTRACT YEAR.

WHAT WERE THE OPINIONS OF PARENTS, STAFF, AND STUDENTS CONCERNING DESEGREGATION?

The instruments used to answer this question were: *PARENT QUESTIONNAIRE, PARENT INTERVIEW, TEACHER INTERVIEW, and STUDENT INTERVIEW.* Descriptions of these procedures are summarized in Figure 2. Many of the people in the groups participating in the surveys and interviews offered additional comments and thoughts beyond their answers to the questions. Some of these comments appear in the boxes which are scattered throughout this discussion. Each of the instruments will be discussed separately. The comments appearing in each section are taken from participants in that particular section's sample group.

PARENT QUESTIONNAIRE--As is the case with much survey research, the parents in the group who completed and returned questionnaires gave positive ratings on most items. More than half of all parents reported experiencing no more school-related problems this year than last year. When asked how satisfied they were with the adequacy of their children's education, the average responses for the parents of all ethnic groups of students indicated that they were satisfied with the education their children were receiving at school this year. Furthermore, in comparing this year with last year, all groups of parents were at least as satisfied this year as last year. White, Black, and Hispanic parents in general also reported that their children were happy with their school assignments this year and looked forward to going to school most days. In comparing this year's school attitude with last year's, all groups reported that their children were at least as happy this year as last year, with Black and Hispanic parents reporting even better attitudes this year than last year.

This does not mean that parents expressed no concerns about the desegregation plan or other school operations. Rather, many, many comments expressed a wide range of concerns for specific problems, such as arranging for transportation when the school bus is missed in the morning, to more global concerns about the efficacy of court-ordered desegregation itself.

PARENT INTERVIEW-- Another group of parents surveyed this year were those who had withdrawn their children from the public schools and enrolled them in private schools for 1980-81. When asked where they expected their child to be going to school next year, most anticipated that they would attend a private school. The most frequently mentioned reasons for this decision were: better academic program in the private school, a preference for a Christian environment, more individual attention, and concern about perceived drug problems in AISD schools. The greatest concerns expressed by these parents (which led them to remove their children from AISD) were the possibility of decreased quality of education for their children, followed by problems for teachers in classrooms containing

> *"We feel bad not attending public schools, but we've been seeing a slow eroding of education."*

students of widely differing ability levels. When asked what might induce them to re-enroll their children, the most frequent factors were: assurance of a quality education, the financial burden of private schools, a return to neighborhood schools, and Nothing. While the average response of these parents was that the District had done a neutral to good job in handling desegregation this year, they still believed that their child's private school was good to very good. The advantages of public schools received some attention from parents; extracurricular activities, as well as the wider range of classes were mentioned as factors in the school district's favor in encouraging parents to keep their children in public schools. Increased public awareness of these seemingly important advantages in AISD, along with a public commitment by the District to a strong discipline program and a strong, challenging academic program for every child (including the gifted) may well be the most effective tools in maintaining enrollment.

"I would re-enroll my child in AISD if I was assured of the quality of education, if time wasn't lost to discipline, and if the teachers he has now were to go back to public schools."

"AISD is doing a very fine job and this private school is meeting the needs of my child. I like the public schools, but she wants to go to a private school, so as long as I can afford it, she'll go there."

TEACHER INTERVIEW-- Three major areas of concern were discussed by a sample of teachers: learning climate at their schools, their satisfaction with the District's handling of desegregation, and their own job satisfaction. First, all but five teachers in the sample reported that the students and staff in their schools seemed to be doing well with regard to the desegregation plan this year. Furthermore, over 75% of the teachers in the sample either agreed or strongly agreed with the statement that the school district as a whole is handling problems related to desegregation very well. When asked to choose what they wanted to do for next school year, all but four indicated that they would choose to continue teaching. The majority of these teachers further wanted to stay in the same school with the same assignment. The issues which emerged from these data appeared to focus more on staff needs than on students' needs. As several teachers in the sample pointed out, students appeared to be adjusting well to the plan. In fact, they were able to see several positive benefits from the interaction of students from different cultural groups. However, the desegregation plan has resulted in some very important classroom changes for many

"The biggest problem facing teachers this year has been the diversity of children's academic levels."

"Simply, I'm a firm believer in a multi-ethnic society. We cannot isolate ourselves and still be able to learn about ourselves."

> *"The point of desegregation is to meet other people and get along. Really, the children are fine; it's the adults with the problem."*

teachers in terms of widely varying cultures, student expectations, and ability levels. Data gathered from Systemwide Teacher and Administrator Surveys further suggested that staff development in improving minority student achievement has been somewhat inadequate to date. This finding coupled with teacher concerns about widely varying ability in their classrooms and their stated preference for building-level staff development planned by instructional coordinators combine to offer some suggestions for relieving some of the professional and personal stress for classroom teachers which appears to have been an issue during 1980-81.

STUDENT INTERVIEW-- Discussions with AISD central administrators revealed a preference for interview rather than questionnaire data regarding students' attitudes. Because these interviews were very time-consuming, only a small number could be conducted--32 in all. This sample of student opinion was too limited to permit drawing any general conclusions about student opinions Districtwide. But given their general inclinations to offer widely varying response to general school issues, the District is encouraged to consider a more in-depth student survey next year on matters involving both curricular and extracurricular concerns.

HOW CAN ELEMENTARY PRINCIPALS FACILITATE THE SUCCESSFUL IMPLEMENTATION OF DESEGREGATION?

After polling the elementary instructional coordinators and area directors, five schools were selected as particularly successful in implementing desegregation during 1980-81. The principals of these schools were interviewed about practices which had helped to make the year a successful one. Some of the comments offered by these principals appear in the boxes which are scattered throughout the text of this discussion.

> *"When parents call me about a problem, I always deal with it immediately. I always get right back to them and convince them they've done the right thing by calling me."*

The first step toward a successful year for these principals was ensuring that the students, staff, and parents assigned to their schools met before the school year began. These principals spent considerable time addressing parents' concerns and encouraging their involvement in school activities. This was done by greeting parents as they dropped their children off at school, by spending a lot of time on parent conferences in the fall, by sending out school newsletters on a regular basis, and by distributing parent handbooks. Staff and student morale also played an important role in successfully implementing desegregation, and the principals interviewed all tried to keep morale high. Key ingredients in their morale-boosting efforts included reward systems and social activities for staff and students.

These principals were all highly visible and accessible to students, teachers, and parents. They all talked about spending a lot of time in the hallways and classrooms of their schools. They all agreed that the school's expectations should be made clear to everyone and be enforced from the first day of school on.

"I want teachers and students to view school as a demanding--but fun--experience."

"Our best days are when I visit classes early in the morning."

Finally, all five principals sought out and utilized input from teachers, students, and parents in making decisions. They talked about the importance of periodic evaluations of "where we are and where we're going," of sending home "report cards" for the school which could be filled out by students and their parents.

"I expected teachers to be at their doors greeting children and ready to go on the first day of school. And by 8:30, we had started class--right on schedule."

All five principals stressed that they viewed the principal as someone who--first and foremost--tries to listen to people. In fact, they tended to identify their own greatest strength as "being a good listener."

"I have found that if you throw out problems to teachers, suddenly you have a resource that won't quit. Teachers have good suggestions, and then I don't have to know it all."

And they emphasized that, in spite of changes brought about by desegregation--

"School is still school, and parents are still parents. Whether they're new to the school or not, they all still want a good education for their children."

80.32
(80.25)

ABSTRACT

Title: E.S.A.A./District Priorities--Systemwide Desegregation (1980-81) Evaluation Design

Contact Person: Helen Berrier, Karen Carsrud

No. Pages: 26

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I.	Evaluation Design Review Form	This chapter presents the names of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
II.	Narrative Summary A. Program Summary B. Evaluation Summary	This chapter briefly describes the project and the evaluation activities tied to the project.
III.	Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
IV.	Information Needs A. Needs B. Overview	Here the evaluator specifies other information needs that are not included in the decision question section. This may include information required for annual TEA reports, applications, interim reports, etc.
V.	Dissemination	Here the evaluator specifies the media by which information will be disseminated, the date of distribution, and the persons receiving the information.

VI.	Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed as well.
VII.	Data to be Collected in the Schools	This is a timeline for the collection of data in the schools.
VIII.	Evaluation Time Resources Allocation Summary	This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

Evaluation of the 1980-81 E.S.A.A./District Priorities--Systemwide Desegregation involves the following activities:

a) The production of a Final Report and a Technical Report which present information relevant to the decision questions.

b) The dissemination of evaluation information to district personnel throughout the year by means of meetings, memos, handouts, etc.

Scope of Design:

9	Decision questions
2	Information need questions
27	Evaluation questions

Evaluation Resources Required (in person-days):

12.5	Director
6.0	Senior Evaluator
419.0	Evaluators
197.0	Data Analyst
325.0	Evaluation Assistant
182.5	Secretary

80.32
(80.59)

Miscellaneous Document ABSTRACT

Title: Faculty/Staff Recruitment Report: Calendar Year 1981

Contact Person: Karen Carsrud, Freda Holley

No. Pages: 4

Summary:

This report summarizes the District's efforts and progress towards the goals stated in the Faculty/Staff Recruitment Plan established by the Board of Trustees in 1977. In general, the plan adopted by the Board outlined several specific goals for hiring and promotion. However, the major long-range goals of the plan are as follows:

A. "The Austin Independent School District will make a continous effort to place male and female representation at all levels of employment wherever possible."

B. "The Austin Independent School District will make a continous effort to attain the ethnic percentages of professional personnel at all levels which approximately correspond to the ethnic percentages of pupil enrollment."

Several major findings are summarized in the report. First, the percentage of Black and Hispanic administrators and professionals employed by the Austin Independent School District increased slightly during 1980. In addition, the percentage of both Black and Hispanic professionals hired by the District in 1980 was greater than the percentage of the two groups in the population of teachers certified by the Texas Education Agency.

In spite of these positive trends, several areas of concern were also mentioned. Compared with Anglo or Other professionals who received job offers, a smaller percentage of the Black and Hispanic professionals who received offers actually accepted them. Also, recruiting trips did not appear to significantly aid in the recruiting of minority applicants.

In addition to these major findings, information on the ethnicity of student teachers, staff tenure and educational levels, bilingual teachers hired, and ethnicity and sex breakdowns for each location or campus are reported.

80.32
(80.80)

Technical Report ABSTRACT

Title: E.S.A.A./District Priorities--Systemwide Desegregation 1980-81 Final Technical Report

Contact Person: Helen Berrier, Karen Carsrud

No. Pages: 1145

Summary:

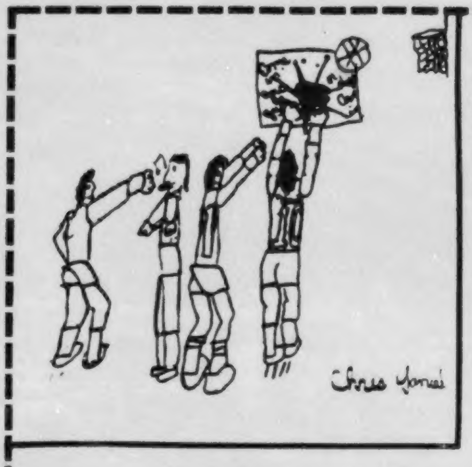
The Technical Report consist of fifteen appendices. Each appendix reports on the information collected by a specific data collection measure.

Each appendix contains:

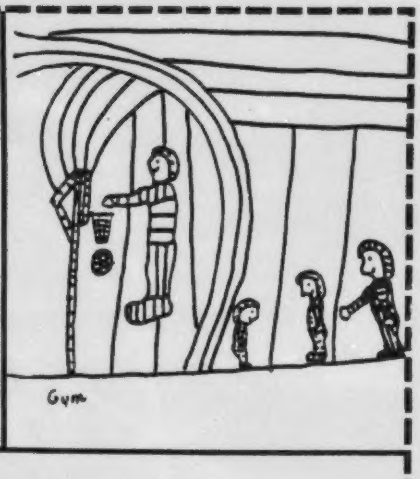
An instrument description
Purpose of the measure
Procedures used to collect the data
Summary of the results
Tables and figures presenting the data

This technical report contains the following appendices:

Appendix A: Iowa Tests of Basic Skills
Appendix B: Sequential Tests of Educational Progress
Appendix C: Pupil Activities Record--Revised
Appendix D: Extended School Day Course Enrollment
Appendix E: Student Interview
Appendix F: Teacher Interview
Appendix G: Parent Questionnaire
Appendix H: Employee Master Record File and Requests for Transfer
Appendix I: Student Masterfile Data on Enrollment
Appendix J: Texas Daily Record of Pupil Attendance
Appendix K: Parent Interview Form
Appendix L: Special Education Referrals
Appendix M: Desegregation Communication Center--Telephone Interview
Appendix N: Staff Development and Meetings Calendar
Appendix O: Student Grade Report File
Appendix P: Principal Interview
Appendix Q: Principal Questionnaire


Chris Yaniak

Chris
Yaniak
Harris
Grade 5



Jayson
Miller

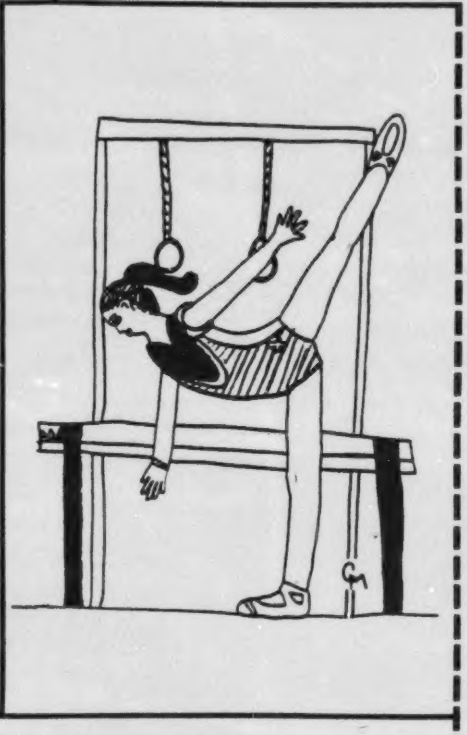
Graham

Grade 5

Gym/P.E.

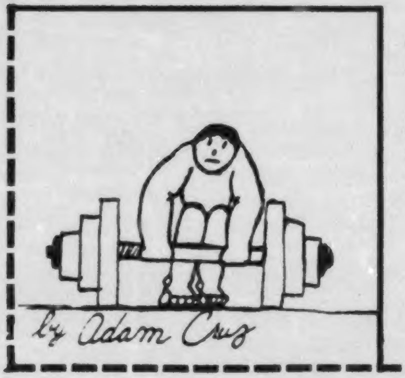
E.S.E.A.

Title I



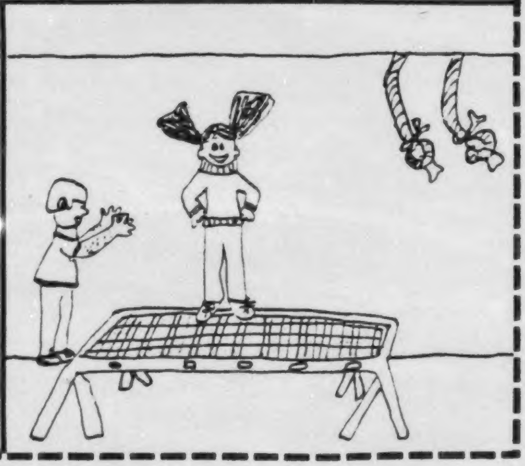
Christina
Mendez

Langford
Grade 6


by Adam Cruz

Adam
Cruz

Harris
Grade 5



Joanna
Jennings

Cunningham
Grade 5

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FINAL REPORT

Project Title: Title I

Contact Person: David Doss, Glynn Ligon

Major Positive Findings:

1. Students in schoolwide projects with a pupil/teacher ratio of 15 to 1 made impressive achievement gains.

   a. Low-achieving schoolwide project students gained the equivalent of two additional months of learning above the gains of comparable students in other schools.

   b. These gains were equivalent to a full year's achievement growth during 1980-81 compared to about eight months for comparable students.

   c. The high-achieving schoolwide project students made greater gains than comparable students at grades 3 and 5. At no grade did schoolwide project students score lower than the others.

   In addition, the teachers in schoolwide projects seemed to feel more in control of what happened to their students, and as a result, they felt more responsible for the success they saw them having.

2. Former Title I Early Childhood Program participants scored higher in basic skills upon entering kindergarten than the other students in their schools.

3. Parents were enthusiastic about working with their children on the Rainbow Kit activities. They requested more frequent activities and activities in other subject areas.

Major Findings Requiring Action:

1. The Title I Program does not seem to have a consistent, positive impact on student achievement across grades. Title I students outgained former Title I students currently attending non-Title I schools at grades 4 and 5. Former Title I students made greater gains at grade 1.

2. Wide variations occurred in the assignment of staff to Title I campuses. Base personnel costs per student served ranged from $214 to $486.

3. Total time spent in the basic skills/major content areas of reading/language arts, math, science, and social studies has decreased in Title I schools from the peak observed in 1977-78. The current levels are back to those observed in 1976-77. The area of reading/language arts has shown the same pattern as total basic skills.

4. The 1980 At-Home Summer Program did not significantly improve the achievement of participants compared to matched comparison students.

5. Title I pre-k students made smaller achievement gains this year than last year, but they still made above average gains.

6. While former pre-k students had scored higher than comparable students when entering kindergarten, they did not show an advantage when they entered first grade.

7. Classroom observations showed the ratio of time spent in reading and language arts to time spent in science and social studies to be about ten to one and eight to one respectively. On the average, AISD students spent about two hours and four minutes each day in reading/language arts, 39 minutes in math, 15 minutes in social studies, and 13 minutes in science.

Evaluation Summary:

ESEA Title I is the largest of the federally funded compensatory education programs. Its purpose is to provide supplemental instruction in the basic skills to low-achieving students in schools with high concentrations of children from low-income families. This year's Title I Program provided instruction to children in 24 District elementary schools, three nonpublic schools, and five institutions for neglected and/or delinquent children. In addition, Title I funded a home-based program for four-year-olds, all or part of nine prekindergarten classes, and a parental involvement component.

The future of compensatory education in Austin and the nation has been clouded by the recent change of administrations in Washington. It appears that the concept of block grants may provide school districts with greater flexibility in how compensatory programs are structured, but it also appears that the resources provided will diminish. Such a situation makes it imperative that the District begin now to plan a program that takes advantage of decreased regulation to provide a maximally effective program for our disadvantaged students.

Current findings which seem to have contributions to make to such a program are highlighted throughout this summary.

The results below are summarized by program components. Greater detail can be found in the 1980-81 ESEA Title I Technical Report, publication number 80.71.

TITLE I SCHOOLWIDE PROJECTS

WHAT ARE SCHOOLWIDE PROJECTS?

In most cases Title I instruction must be supplemental and may not supplant instruction that would normally be provided by the local district; i.e., Title I instruction must be above and beyond what other students in the school or in the district receive. Also, students must be identified for service using an objective assessment of academic need before they can be served. However, when the concentration of children from low-income families at a school exceeds 75%, the supplement-supplant provisions of the law may be relaxed.

Two AISD schools, Allison and Becker, met the 75% criterion in 1980-81. Title I and required matching local funds were used to reduce the pupil:teacher ratio to 15:1 in these schools. Figure 1 describes some of the major differences between the schoolwide projects and the regular Title I Program in AISD.

SCHOOLWIDE PROJECTS	REGULAR TITLE I SCHOOLS
1. Title I instruction is not identifiable as something apart from or supplemental to the foundation school program.	1. Title I instruction must be separate from and supplementary to the foundation program.
2. Teachers paid from Title I funds function as regular classroom teachers. They teach all subject areas.	2. Teachers paid from Title I funds act as supplemental reading teachers.
3. No students are identified to receive Title I instruction. The "Title I" teachers have classes of students of mixed achievement levels who do not differ from those of other teachers. No additional record keeping is required.	3. Students are identified and selection based on their achievement test scores. Title I teachers must serve only identified students and only in reading. A certain amount of time is spent in student selection and record keeping.
4. The pupil:teacher ratio is 15:1 for the entire school day.	4. The pupil:teacher ratio during Title I instruction (usually about 30 minutes a day) is a maximum of 8:1 for a teacher alone or 15:1 for a teacher and an aide.

Figure 1. SOME CHARACTERISTICS OF THE SCHOOLWIDE PROJECTS AND THE REGULAR TITLE I SCHOOLS.

HAVE THE SCHOOLWIDE PROJECTS BEEN EFFECTIVE IN RAISING STUDENT ACHIEVEMENT?

Yes, clearly. One side effect of the current desegregation plan was that over 2,200 students who were served in Title I in 1979-80 were assigned to schools this year that did not have a Title I program. The students at Allison and Becker were compared with students from these former Title I attendance areas and with students in regular Title I schools who live in traditional Title I attendance areas.

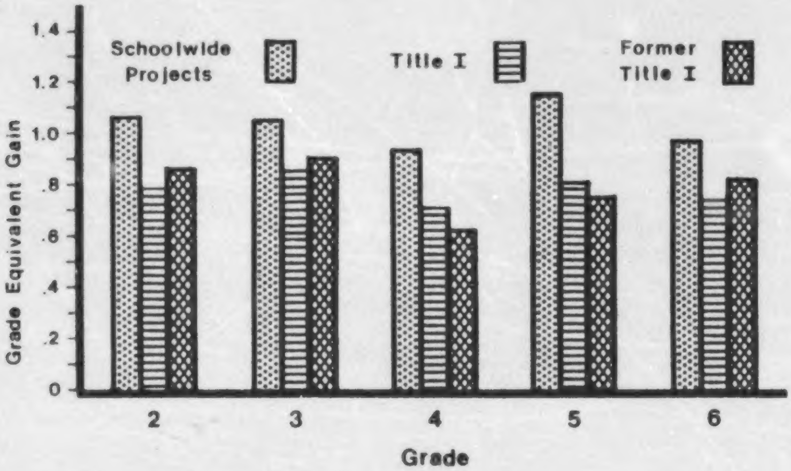

Figure 2. AVERAGE GRADE EQUIVALENT GAINS FOR SCHOOLWIDE PROJECT STUDENTS, TITLE I STUDENTS, AND FORMER TITLE I STUDENTS NOW IN SCHOOLS WITHOUT TITLE I. Students scoring below the 40th percentile on the pretest.

First, students scoring at or below the 40th percentile were compared. Figure 2 shows that *the schoolwide project students consistently outscored low achievers in both comparison groups.* On the average, they gained about two months more than the others from the pretest in April, 1980, to the posttest in April, 1981. More importantly, their gain was equal to one year's growth, 10 grade equivalent months. Normally, low-achieving students from low-income neighborhoods make only about a seven to nine month gain from spring to spring.

To state the results another way...

> **. . .the achievement gains of low-achieving students in schoolwide projects were 25% greater than those of similar students served by the regular Title I Program. Over the school year, this approximates two additional months of instruction.**

- The number of discipline problems and the time devoted to handling them were reduced.
- The teachers believed they could make better use of instructional time by seeing reading groups more than once a day or by having more and smaller reading groups.
- There were fewer interruptions without a Title I pull-out program.

2. Improvements in the Quality of Time:

- Teachers were able to better monitor the progress of each student. They believed that they could detect problems sooner and provide more and quicker corrective feedback.
- An increased closeness between the teachers and their students was also reported. As they got to know their students better, they felt more effective in their teaching.

3. Improvements in Teacher Morale:

- The greater closeness they felt with their students was rewarding in itself.
- The teachers seemed to feel more in control of what happened to the students in their classes. As a result, they felt more ownership for the progress of their students, and they felt more responsible for the success they saw their students having.

Whatever the factors which contribute to the effectiveness of the schoolwide projects may be, the teachers believed that they would cease to exist with a pupil:teacher ratio above 18:1.

THE TITLE I READING IMPROVEMENT PROGRAM

HOW WERE STUDENTS SERVED BY THE REGULAR TITLE I PROGRAM?

The regular Title I Program served 3776 students in grades K-6 on 22 campuses. Eligible students were provided supplemental reading instruction by Title I teachers and/or instructional aides. Instruction was provided in the regular classroom, in the reading center or lab, or in both places. Figure 3 compares the number of students served in each instructional arrangement in 1979-80 and 1980-81.

Students Served...	Number 1979-80	Number 1980-81	Percent 1979-80	Percent 1980-81
By Teacher Only	2,017	2,080	53	54
By Aide Only	679	438	18	11
By Both	1,120	1,308	29	34
In Lab Only	2,067	2,239	54	59
In Classroom Only	1,473	986	39	26
In Both	276	601	7	16
TOTAL	3,816	3,826	100	100

Figure 3. TITLE I INSTRUCTIONAL ARRANGEMENT, 1979-80 AND 1980-81.

An examination of the number of students served at a campus and the base salary costs for the teachers and aides placed on the campuses revealed a wide variation between campuses in the cost per student served -- from $214 to $486. About half of the variation is due to four factors. First, it is difficult to deliver a program at a low per-pupil cost when the number to be served is small. Second, the expenditures were based partly on a TEA requirement that greater amounts be spent at schools with higher percentages of low-income children. Third, some instructional arrangements required greater expenditures than others. Finally, at some schools the anticipated number of Title I students was greater than the number who eventually arrived leading to inflated pupil:teacher ratios. Regardless of its explanation, the wide variation in resource allocation from school to school would appear to be a problem worthy of serious consideration by the District.

The observation results for low-achieving students in Title I schools were compared to three groups: high-achieving students in Title I schools, low-achieving students on campuses with former Title I students but without Title I, and low-achieving students in schoolwide projects. The comparisons showed that low-achieving students on Title I campuses

> ...spent less time in their regular classroom and more time in the reading lab than students in other groups,
>
> ...had fewer minutes of contact with their classroom teacher than the low-achieving students in the schoolwide projects.
>
> ...had more minutes of contact with other teachers than the schoolwide project students and the high achievers in Title I schools,
>
> ...received no more reading instruction than the others, and
>
> ...may have spent more time off task than the schoolwide project students and the high-achievers in Title I schools.

Figure 4 shows that overall in Title I schools the total time spent in the basic skills/major content areas of reading/language arts, math, science, and social studies has decreased from the peak observed in 1977-78. The ratio of time spent in reading/language arts to the time spent in science and social studies is about ten to one and eight to one respectively. AISD students spent about two hours and four minutes each day in reading/language arts, 39 minutes in math, 15 minutes in social studies, and 13 minutes in science.

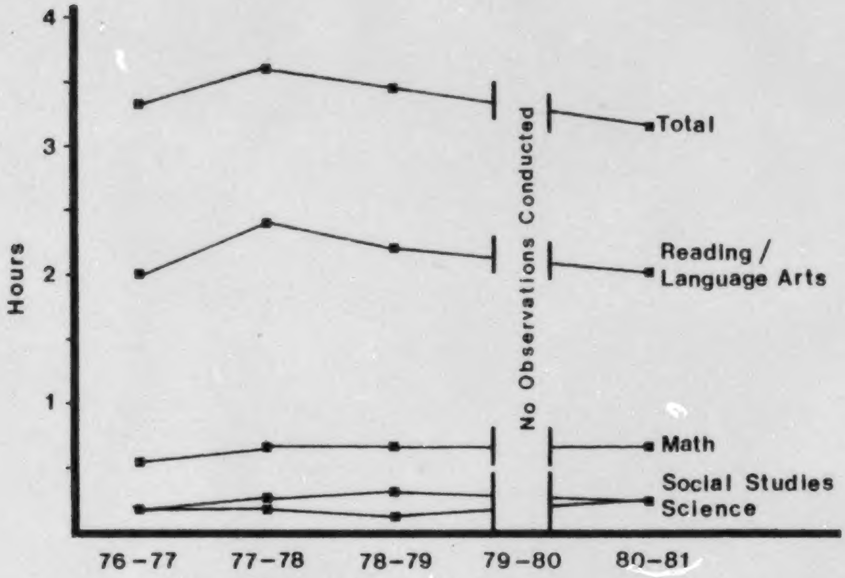

Figure 4. AMOUNT OF INSTRUCTIONAL TIME IN BASIC SKILLS IN TITLE I SCHOOLS.

DID THE REGULAR TITLE I PROGRAM SHOW POSITIVE ACHIEVEMENT RESULTS?

No. As previously mentioned, desegregation provided a rare opportunity for the achievement gains of Title I students to be compared with those made by similar students attending schools without a Title I Program. In other words, the opportunity existed to ask the question, "Do Title I students make achievement gains greater than they would if the program did not exist?" The answer appears to be "probably not."

The evaluation results provided no evidence of a consistent, positive impact of the Title I Program on student achievement. In fact, at some grades former Title I students currently attending schools without a Title I program outscored similar Title I students.

RAINBOW KITS

WHAT ARE RAINBOW KITS?

Title I piloted an instructional support program activity called Rainbow Kits this year. The kits are collections of 36 reading-related activities for parents and children. They were developed on four levels -- kindergarten, first grade, primary (grades 2 and 3) and intermediate (grades 4-6). They are packaged in envelopes and designed to be sent home with the Title I children on a weekly basis throughout the school year. The families received a plastic file box to keep the activities in at home.

The Rainbow Kits were piloted at six schools with only about half of the total number of Title I students getting the kits. Such an arrangement provided participation and comparison groups for the evaluation.

Four questionnaires were sent home to the parents of the participants to learn if the kits were being received and used and to find out what the parents thought about using them. The parents who responded were very enthusiastic about using the kits. Almost 90% reported enjoying the work with their children either "Much" or "Very Much." This positive parental response is very similar to that received by the At-Home Program which Title I has used during the summer for several years.

It is apparent that large numbers of parents greatly appreciate having specific, planned instructional activities that they can do with their children at home.

The questionnaires revealed other interesting findings as well:

- About 90% of the parents would like their children to receive more than one activity a week. Reading, math, and language arts were the most favored subject areas.
- Title I students have homework about half of the time. It usually takes them half an hour or less to finish it.
- About a third of the parents reported other children also used the Rainbow Kit activities. They ranged in age from 2 to 15 and had an average age of about eight.
- The mothers worked with the children about 70% of the time. About 10% of the children worked with a brother or sister.
- The children watched about two and one half to three hours of television a day. The first graders seemed to watch less television than the others.

DID THE RAINBOW KITS IMPROVE STUDENT ACHIEVEMENT?

No, at least not yet. At no grade was there a difference in the gains made by the participants and the control groups. If involving parents in instructional activities has a general effect of increasing the parents' involvement in other, more significant educational activities, then perhaps programs like the Rainbow Kits may have a long-term payoff in achievement gains. At the least, it is a program that involves parents and their children in enjoyable instructional tasks.

TITLE I EARLY CHILDHOOD EDUCATION PROGRAM

WHAT IS THE TITLE I EARLY CHILDHOOD PROGRAM?

The Title I Program has a number of full-day early childhood classes for four-year-olds. During this, the third year of the program, Title I pre-k classes were located at Brown (2 classes), Maplewood, Norman, Ortega, Rosewood, and Sims. In addition, a class at Ridgetop, and a class at Rosewood were funded 50% by Title I and 50% by Title I Migrant.

DID THE TITLE I PREKINDERGARTEN PROGRAM CONTINUE TO SHOW THE LARGE ACHIEVEMENT GAINS OF PREVIOUS YEARS?

The Title I pre-k students continued to make gains that are greater than those of the average four-year-old; they also continued to outgain the Title I Migrant prekindergarten students and the Happy Talk Program participants, as illustrated in Figure 5. However, this year's gain was smaller than the 16 point gain obtained last year.

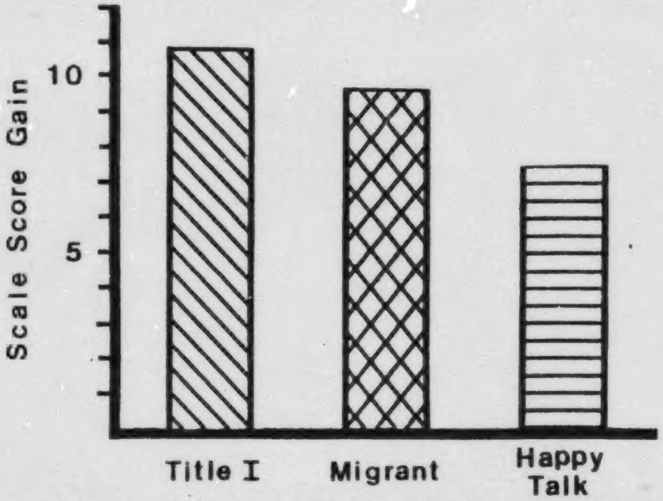

Figure 5. AVERAGE SCALE SCORE GAIN BY TITLE I, TITLE I MIGRANT, AND HAPPY TALK FOUR-YEAR-OLDS.

DID CLASSROOM OBSERVATION SUGGEST ANY REASON WHY THIS YEAR'S GAIN WAS LESS?

The Title I Migrant Evaluation did a few observations in each Title I pre-k class in order to have a comparison group for their observations. The results suggest that a change in the use of instructional time occurred this year. A decrease in formal, adult-led instructional time and an increase in informal instruction may have been related to the drop in achievement gain.

DO FORMER PRE-K STUDENTS CONTINUE TO MAKE GOOD GAINS IN KINDERGARTEN?

Both last year's and this year's evaluations have shown that the former pre-k students entered kindergarten scoring above their classmates. They did not lose their prekindergarten gains during the summer. However, by the time they entered first grade, the students are no longer outscoring their kindergarten classmates.

It seems likely that kindergarten teachers do not respond to the initial advantage of the former pre-k students in ways that maintain their relatively high achievement level throughout the year.

THE HAPPY TALK PROGRAM

HOW DID THE HAPPY TALK PROGRAM DO THIS YEAR?

The Happy Talk Program is a home-based instructional program for mothers and children. Each week a community representative visits the participating home with a lesson to demonstrate for the mother. The mother is to watch the lesson and repeat it with the child during the week.

The 1979-80 Happy Talk participants made a significantly greater gain in achievement than a control group of nonparticipants. This year's students did not. Evaluation results suggested that the Happy Talk Program may have been more successful with the high-achieving children in the program than with the lower-scoring ones. As in last year's evaluation, the Happy Talk participants did not make gains as large as those of the Title I pre-k students.

THE SUMMER AT-HOME READING PROGRAM

WHAT WERE THE RESULTS OF THE EVALUATION OF THE 1980 SUMMER AT-HOME PROGRAM?

Title I offered a home-based summer instructional program to about 300 Title I students during the summer of 1980. The results of the evaluation of that program which can be found in Interim Evaluation Report: 1980 Summer At-Home Reading Program, publication number 80.61, were consistent with those of other evaluations of summer programs both in and out of the District.

The summer students did not make larger achievement gains than their matched controls.

The program was like the Rainbow Kits in that it was very popular with the parents and children, but it did not have any measurable impact on achievement. There was some evidence to suggest that the match between student achievement level and kit difficulty level needed improvement.

PARENTAL INVOLVEMENT

Apart from evaluation, the only other activities funded by Title I were those of the Parental Involvement Component, which had two main thrusts:

a. to see that campus and districtwide parent advisory councils (PAC's) were established and meeting regularly, and

b. to provide training to the parents of Title I students about topics of interest to them.

Each Title I school had a community representative or a campus contact person to arrange PAC activities at the school. The principal also designated either the Title I/Migrant Parental Involvement Specialist, a campus staff member, or the school's Title I Reading Coordinator as the person responsible for seeing that PAC activities were scheduled and carried out at the campus in accordance with the law. The Parental Involvement Specialist was responsible for PAC activities at the districtwide level.

Altogether nine Districtwide PAC meetings and two Districtwide PAC Workshops were held. Public schools held 71 local campus PAC meetings, and nonpublic Title I schools held five. The total attendance at districtwide and local meetings was 1158 and 347 respectively.

Figure 6 shows that two objectives were met and three were not.

Other findings showed:

a. that those schools for which the Title I Parental Involvement Specialist was responsible had slightly more frequent meetings than the others,

b. that when a local campus person was responsible for PAC activities, attendance was highest, and

c. that elected PAC members attended about 50% of the meetings on their campus.

Met	Not Met	Objectives
☒	☐	At least two parent training sessions for Districtwide PAC members will be held during the 1980-81 school year.
☐	☒	At least one parent from each Title I school will be trained.
☒	☐	A minimum of three staff development sessions or meetings will be held by the Title I/Title I Migrant Parental Involvement Specialist for community representatives and/or campus parental involvement contact persons.
☐	☒	At least two parent training sessions will be held on Title I campuses during the 1980-81 school year.
☐	☒	At least 10 parents will be trained on each campus.

Figure 6. PARENTAL INVOLVEMENT COMPONENT OBJECTIVES.

WHAT CAN WE LEARN FROM THIS YEAR'S EVALUATION?

The major conclusions from the 1980-81 Title I Evaluation which have importance for planning have been highlighted in the foregoing summary. They are listed below.

- Using Title I and local funds to lower the pupil:teacher ratio to approximately 15:1 apparently produced an effective compensatory education program. Low-achieving students in the program made a full year's growth, two grade equivalent months more than similar students in other schools.

- Across grades low-achieving students benefited more from the lower pupil:teacher ratio than higher achieving students.

- Observations suggest that the lowering of the pupil:teacher ratio had a greater effect on the quality of instructional time than on the quantity of instructional time.

- The schoolwide project teachers believe that the project's effectiveness would cease if the pupil:teacher ratio exceeded 18:1.

- There is no evidence of a consistent, positive impact of the regular Title I Program on student achievement. In fact, at some grades former Title I students currently attending schools without a Title I Program outscored similar Title I students.

- By the beginning of the first grade, former Title I prekindergarten students are no longer scoring higher than their classmates.

- Large numbers of parents greatly appreciated having specific, planned instructional activities that they can do with their children at home.

- Summer At-Home Program participants did not make larger achievement gains than their matched controls.

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Miscellaneous Document ABSTRACT

Title: ORE Findings About Title I Programs 1979-1980

Contact Person: David Doss, Glynn Ligon

No. Pages: 13

Summary:

This brochure summarizes the major Title I Evaluation findings for 1979-80. It contains a description of the Title I Program, basic procedures on how schools and children are selected for Title I and a description of services provided by the following Title I components: Happy Talk, Early Childhood, Title I Reading, Extended Day, and Parental Involvement.

Major findings concerning each of the components are discussed. Some of the most important findings are:

1. For the past two years Title I Early Childhood Program regular students have made well over a year's growth in six months.
2. Children in the Title I Migrant Pre-Kindergarten Program have also made large achievement gains.
3. For three years in a row, Title I kindergarten students have made larger gains on the Boehm Test of Basic Concepts than they made the previous year.
4. Title I did a much better job this year of concentrating services on students with the greatest needs.
5. The extended day concept seemed to have much to offer as a way of providing extra instruction after school to Title I students. However, the component was removed from the Title I Program for lack of funding without a full-scale trial.
6. The attendance figures were lower than last year's for both local PAC meetings and Districtwide PAC meetings.

Appendices

The appendices provide directions for administering tests used to select Title I students. They also provide tables for use in interpreting the test results. The tests described in the appendices are listed below.

Appendix A: Boehm Test of Basic Concepts
Appendix B: Metropolitan Readiness Test
Appendix C: CAT Level 1
Appendix D: CAT Level 2
Appendix E: CAT Level 3

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Miscellaneous Document ABSTRACT

Title: Testing Students for Title I Eligibility

Contact Person: David Doss, Glynn Ligon

No. Pages: 36

Summary:

This packet was developed to provide principals and Title I teachers with a single source of information for use in determining the Title I eligibility of students in their school. The document contains four sections and five appendices described below.

Section I: Legal/Fiscal Requirement

This section describes four rules which must be followed in identifying Title I students. These are rules which TEA consultants monitor during their visit each year.

Section II: Generalized Procedure for Selecting Students

This section suggests a step-by-step procedure for selecting Title I students which should satisfy TEA monitors.

Section III: Criteria for Title I Eligibility

The general criteria for Title I eligibility are listed in this section.

Section IV: Selecting Students Without Test Scores

Students who enter Title I schools without test scores come either from another AISD campus or from another district. This section describes how to obtain test scores for these students. A flowchart is provided to simplify the process.

Section V: What to do About Students With Invalid Test Scores

Sometimes a student will have test scores that are clearly much higher or lower than the student's classroom performance would indicate. This section provides a procedure for retesting those students.

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Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: 1980 E.S.E.A. Title I Program

Contact Person: David Doss and Glynn Ligon

No. Pages: 37

Content: The Evaluation Design is a one-year plan of evaluation work for the project. The table of contents of the Evaluation Design for 1980-81 includes:

I. Evaluation Design Review Form	This chapter lists the names and positions of persons responsible for some aspect of the project's implementation who have been provided relevant portions of the design for review and comment.
II. Narrative Summary	
A. Program Summary	This section briefly describes the Title I program and each of its components.
B. Evaluation Summary	This section briefly describes the major evaluation activities and reports to be published during the year.
III. Decision Questions	
A. Questions Addressed	States the decision questions to be addressed
B. Overview	Systematically relates decision questions to evaluation questions, objectives, and information sources. Gives target dates for deciding decision questions.
IV. Information Needs	
A. Needs	Lists information needs and reports for which they are required.
B. Overview	For each information need, gives the date the information is needed and the source of the information.

V.	Dissemination	Lists, for each planned dissemination activity, the format, date of distribution, and recipients.
VI.	Information Sources	This chapter lists each data source, the evaluation questions it references, the population studied, the dates for collecting the information, and the analysis technique employed.
VII.	Data to be Collected in the Schools	This is a chronological listing of all data to be collected in the schools, broken down into information collected from 1) students, 2) teachers, and 3) others.
VIII.	Evaluation Time Resources Allocation Summary	This chapter estimates the number of person-days required from each staff person for completion of each activity related to each data source.

Evaluation Design Summary:

Evaluation of the Title I program in Austin serves two main purposes:

- To provide information to the local decision-makers responsible for implementation of the project's activities.
- To annually provide program documentation required by the Texas Education Agency on the progress of students being served.

A report is prepared to serve these purposes near the end of each project year, in June. The Evaluation Design summarizes:

1) the decision questions to be addressed,

2) the specific evaluation questions used to answer decision questions,

3) the information sources used to answer evaluation questions and to fulfill information needs,

4) data collection dates and analysis techniques,

4) dissemination information, and

5) manpower resources required for each task.

Implementation is evaluated through such means as classroom observations, interviews, questionnaires, and monitoring of records. Outcomes are evaluated through standardized and locally developed instruments measuring

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student performance in relation to project objectives.

Other major responsibilities of the evaluation staff include conducting required needs assessments, collecting demographic data on schools and students, identifying Title I students, and recording and reporting services provided for each nine-week period.

Scope of Design:

6	Decision questions
38	Evaluation questions
22	Information need questions
33	Information sources

Evaluation Resources Required (in person-days):

25.5	Director
83.5	Senior Evaluator
230	Evaluator
230	Data Analyst
630	Evaluation Assistant
230	Secretary

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Miscellaneous Document ABSTRACT

Title: Information From ORE About Classroom Observations

Contact Person: David Doss, Glynn Ligon

No. Pages: One page folded

Summary: The Office of Research and Evaluation did over 350 day-long observations in elementary school classrooms in 1980-81. This brochure was prepared to inform school personnel about the nature of the observations. The brochure answered the following frequently asked questions.

1. Why are classroom observations necessary?
2. What training have the observers had?
3. W[illegible] teachers have an opportunity to make comments about the observations?
4. Who are the observers? How will the teacher know who they are when they come to the room? (Photographs of the observers were provided in the brochure.)
5. Will the teacher know when an observer will be in the classroom?
6. What have been teachers' reactions to observations in the past?
7. Is there a difference between the observations conducted by ORE and those conducted by instructional supervisors.
8. What is the nature of the ORE observations?

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Miscellaneous Document

ABSTRACT

Title: INTERIM EVALUATION REPORT: 1980 Summer At-Home Reading Program

Contact Person: David Doss, Glynn Ligon

No. Pages: 271

Summary:

The At-Home Program was designed to improve the reading skills of low-achieving elementary school children. Participants received one of eight different reading kits designed to correspond to their current reading ability. Completed lessons were sent to the At-Home Headquarters in Maryland where they were corrected by teachers and returned to the students.

The evaluation produced the following major positive findings and findings requiring action.

Major Positive Findings:

1. The parents who participated in the program were generally very enthusiastic about it and would like to see it or similar programs continued.
2. Most participating parents were satisfied with the training they received from Title I staff.
3. Parents did not report any major problems in finding assistance when necessary.

Major Findings Requiring Action:

1. At-Home participants did not make larger achievement gains than their matched controls.
2. The program's participation objective was not met.
3. A large number of participants appeared to be assigned At-Home session levels which were either above or below their current level of reading achievement.

4. First-grade students may have been over-selected for participation in the program, i.e., on the whole, first graders were not as far behind their peers as were students at other grades.

ORE has done outcome evaluations of Title I and Migrant summer school programs for several years. These evaluations, like several national studies, have consistently failed to yield evidence of an impact of these programs on achievement scores. Moreover, these programs have been more extensive in scope and duration than the At-Home Program. The failure of the present evaluation to detect achievement effects in a program providing 10-20 hours of instruction is not surprising.

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(80.69)

Miscellaneous Document ABSTRACT

Title: What Should We Do About Summer School?

Contact Person: David Doss, Glynn Ligon

No. Pages: 4

Summary: Research appears to show that effective summer instruction is essential if low-achieving students are not to fall farther and farther behind their classmates. However, evaluations in AISD and elsewhere have failed to find any positive achievement gains resulting from summer school as currently planned and implemented.

The brochure concludes that, "The careful and thorough planning, implementation, and evaluation of effective summer instruction in an era of declining resources provides the District with a challenge of the highest order--a challenge which deserves the attention of all who are concerned with improving the education of low-achieving students."

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(80.71)

Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: 1980-81 E.S.E.A. Title I Regular Program

Contact Person: David Doss, Glynn Ligon

No. Pages: 600

Summary:

This report documents the purpose, procedures, and results, for each information source used by Title I Evaluation in 1980-81. It contains 13 appendices, each of which is devoted to a single instrument or information source. Each information source, in turn, is used in answering one or more evaluation questions, decision questions, and/or information needs from the 1980-81 Evaluation Design.

Each appendix contains:

An instrument description
Purpose for administering the instrument
Procedures used to collect the data
Results
Figures presenting the data

The technical report for 1980-81 contains the following appendices:

Appendix A: Peabody Picture Vocabulary Test
Appendix B: Boehm Test of Basic Concepts
Appendix C: Metropolitan Readiness Tests
Appendix D: Iowa Tests of Basic Skills
Appendix E: Prekindergarten Observations
Appendix F: Pupil Activities Record-Revised
Appendix G: Schoolwide Project Interviews
Appendix H: Rainbow Kit Questionnaires
Appendix I: Title I Service Reports
Appendix J: Teacher Records
Appendix K: PAC Records
Appendix L: Title I Instructional Services Log
Appendix M: Miscellaneous District Records

80.32
(80.81)

Miscellaneous Document ABSTRACT

Title: Needs Assessment for the Preparation of the 1981-82 **ESEA** Title I Application

Contact Person: David Doss, Glynn Ligon

No. Pages: 176

Summary: This document provides information necessary to the planning of the Title I Program for 1981-82. It is divided into four sections.

Section I: Page 3

Page 3 is the page in the Title I application where the ranking of schools by their percentages of low-income students is reported. This section describes in detail how that ranking was determined for the 1981-82 school year.

Section II: Tables for Determining Need Areas and Participant Numbers

The tables in this section serve two purposes.

1. They are used to determine the subject areas and grades to serve with Title I.
2. They are used to estimate the number of participants by school.

The tables provide, for each school, the number and percentage of students who are expected to score at or below selected percentile points.

Section III: Altering the Ranking of Schools to Reflect the Degree of Educational Deprivation

The Title I regulations allow the ranking of schools based on economic deprivation to be altered to reflect differences in educational need. This section provides the altered ranking and explains how it was obtained.

Section IV: Contingency Tables for the Selection of Title I Schools

After the ranking of schools has been determined, two decisions must be made before students can be selected for Title I instruction.

1. The number of schools must be determined.

2. An achievement-based criterion for selecting Title I students at each grade level must be established.

This section contains information useful in making those decisions.

E.S.E.A. Title I Migrant

Lisa Hudson Anderson

FINAL REPORT

Project Title: Title I Migrant

Contact Persons: Catherine Christner, Glynn Ligon

Major Positive Findings:

1. The average number of migrant parents attending the Districtwide PAC meetings and training sessions more than doubled in 1980-81 from the average number attending in 1979-80.
2. The Migrant Nurse continued to provide health services to a large number of migrant students. Not counting follow-ups, over 1,353 contacts were made with 618 migrant students on health-related matters from September through April. Teachers and other staff were generally pleased with her services.
3. The migrant pre-kindergarten students made gains in vocabulary which are greater than average for four-year olds.
4. Migrant kindergarten students made gains in their understanding of basic concepts--improving to the 60th percentile level.
5. Migrant students served by Migrant Program teachers in grades 3 and 4 made reading achievement gains equal to the national average for the year. Over 60% of the migrant students in grades 3-5 gained at least .8 of a year in grade equivalents.
6. Migrant students served by Migrant Program teachers in grade 7 gained 1.6 years in grade equivalents in reading achievement. This corresponded directly to a sharp increase in the number of days the Migrant Program teachers worked with these students.

Major Findings Requiring Action:

1. The national Migrant Student Record Transfer System (MSRTS), in which the District is required to participate, requires records which are time-consuming and expensive to keep. MSRTS records duplicate information already available in the District. The instructional information they provide is not complete enough to allow instructional planning by a teacher.
2. The available local campus-level PAC records indicate even fewer parents attended local campus PAC meetings in 1980-81 than attended in 1979-80. Out of 54 local PAC meetings held at combined Title I/Migrant or Migrant campuses, 20 meetings had no migrant parents in attendance. Several additional meetings were scheduled, but cancelled due to poor

parent attendance. The low parent turnout was a source of concern to Migrant teachers who believe increased efforts are needed to involve parents in the program.

3. The Migrant Student Attendance reports indicate a disparity in teaching loads at all levels. Pre-K teachers' loads varied between 12 and 20 students. At the elementary level, the number of students served by each Migrant teacher varied from 22 to 47. At the secondary level, the loads varied between 12 and 30 students.

4. As has been reported in all previous evaluations, scheduling students for service at the secondary level continues to be a problem. The teachers at the secondary level were generally dissatisfied with the low number of students they were able to serve. Problems stem partially from students not receiving credit for the Migrant classes, the foundation teachers not wanting to let the students leave their credit classes where the students are generally behind in their reading and language arts skills, and the student's own choice about wanting to take other classes instead.

5. Title I pre-kindergarten students received more instructional time and more instructional contact by their teachers than did the Migrant students and students in the split-funded Title I/Migrant pre-kindergarten classes.

6. Although the migrant students made good achievement gains at both the pre-kindergarten and kindergarten levels, Title I students made greater gains at both levels over the same time period.

7. The grade 9-11 migrant students served by a Migrant teacher showed average grade equivalent achievement gains ranging up to only .4 years. Less than 50% of students pre- and posttested gained an average of .8 year in grade equivalents.

Evaluation Summary:

The 1980-81 Title I Migrant Program consisted of seven components which included three instructional components and four support components:

Instructional	Support
. Pre-Kindergarten	. Health Services
. Communication Skills (K-12)	. Parental Involvement
. Summer School	. MSRTS
	. Evaluation

The Evaluation and Summer School Components will not be discussed in this summary. The following is a summary of the major evaluation findings presented by program component. The findings are reported in greater detail in the 1980-81 Title I Migrant Final Technical Report, ORE Publication Number 80.40.

PRE-KINDERGARTEN COMPONENT

HOW MANY PRE-K STUDENTS RECEIVED INSTRUCTIONAL SERVICES?

Instructional services were provided for 141 four-year-old migrant students at nine elementary campuses. Two of the classes were funded 50% Title I/50% Migrant, with half of each teacher's class consisting of migrant students.

DID THE MIGRANT PRE-K STUDENTS SHOW ANY ACHIEVEMENT GAINS OVER THE SCHOOL YEAR?

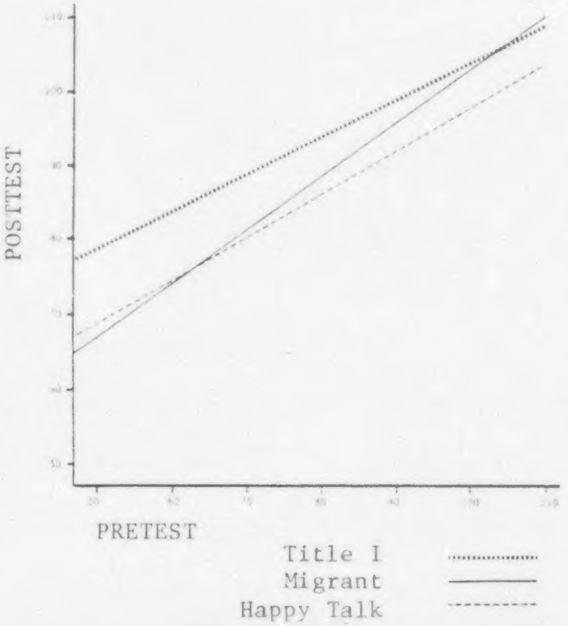
On the Peabody Picture Vocabulary Test (PPVT), migrant students showed an average gain in scale score points of 9.64 from the pre- to posttest. Over time, scale score points are expected to remain constant; so, this gain indicates a growth rate above the national average.

HOW DO THE MIGRANT AND TITLE I PRE-KINDERGARTEN STUDENTS AND TITLE I HAPPY TALK PARTICIPANTS COMPARE ON THE PPVT?

The average gain for the Title I pre-kindergarten students was 10.84 scale score points, over the same time period. Their gains were greater than were the gains for migrant students. The Happy Talk participants gained 7.37 scale score points over this same time. Their gains would be expected to be lower than participants in the Title I and Migrant pre-K programs, since these are both full-day programs and Happy Talk is a program which works with the children at home.

Figure 1 graphically represents the differences among the gains for the three groups. The graph illustrates that students with lower scores on the pretest scored higher on the posttest if they were in Title I. Students with relatively high pretest scores scored higher on the posttest if they were in the Migrant classes.

Figure 1. DIFFERENCES AMONG THE SCALE SCORES FROM PRE- TO POSTTEST ON THE PEABODY PICTURE VOCABULARY TEST BY MIGRANT AND TITLE I PRE-KINDERGARTEN STUDENTS AND HAPPY TALK PARTICIPANTS.



DOES A STUDENT'S PARTICIPATION IN THE PRE-K PROGRAM HAVE ANY LONGER-TERM EFFECTS?

Analyses were conducted on the fall, 1980 Boehm scores of kindergarten students to see if former pre-kindergarten participants (in 1979-80) scored higher than did non-pre-kindergarten participants from similar backgrounds. The total scores of former migrant and Title I pre-K students were higher than were the scores for nonparticipants, and the differences were statistically significant.

WHAT DO CLASSROOM OBSERVATIONS SHOW THE DIFFERENCES TO BE BETWEEN THE MIGRANT AND TITLE I PRE-KINDERGARTEN PROGRAM?

In order to describe the implementation of the Migrant pre-K classes, seven full-day observations were conducted in each of the seven Migrant classes and in each of the two split-funded Title I/Migrant classes. Each of the seven Title I classes was observed three times to provide comparison data. Unless indicated otherwise, these replicate trends noted in the pre-K observations conducted in 1979-80. The major ways the two programs differed were:

- Title I teachers spent an average of 4% more of their time in instructional activities than did the Migrant and split-funded teachers.
- Title I teachers were more involved instructionally and had more contact with their students than the Migrant and split-funded teachers.
- The Title I teachers were responsible for formal instruction 17% more of the time than were the Migrant and split-funded teachers.
- In the Migrant and split-funded classes, the aides had more instructional responsibility than did the Title I aides. Due to funding cuts, there will be no aides in either the Migrant or Title I classes in 1981-82.
- In both formal instructional activities and informal learning activities, the migrant students (and those students in the split-funded classes) operated in smaller groups than did the Title I students.
- In all classes, at least 96% of the formal instruction was conducted in English. In informal learning activities, slightly more Spanish was spoken in the migrant (and split-funded) classes than in the Title I classes. In 1979-80, more instruction occurred in Spanish than noted this year.
- Title I teachers used the AISD Early Childhood Curriculum 85% of the instructional time, supplemented by other materials. The Migrant and split-funded teachers as a group used the AISD Curriculum 48% of the time; the Bilingual Early Childhood Program Curriculum (BECP)

was used 37% of the time; and other materials supplemented the remaining 15% of the time. This differs considerably from 1979-80 when the Migrant teachers used the BECP almost exclusively. For the Migrant teachers, 1980-81 was to be a transition year to change from the BECP to the AISD and in 1981-82, they will no longer be using the BECP.

HOW DID THE NUMBER OF CHILDREN SERVED DIFFER AMONG THE MIGRANT TEACHERS?

The number of children served varied from 12 to 20 indicating some disparity of teaching loads. Class limits have been set at 16 for 1981-82 since the teachers will no longer have aides or student helpers.

K-12 COMPONENT

HOW MANY KINDERGARTEN-SIXTH GRADE STUDENTS RECEIVED INSTRUCTIONAL SERVICES?

During 1980-81, seven migrant teachers provided instructional services for 294 students at seven elementary campuses. This total is down from the 302 students served in 1979-80.

WHAT WERE THE ACHIEVEMENT GAINS FOR THE K-SIXTH MIGRANT STUDENTS SERVED BY A MIGRANT TEACHER?

Kindergarten

The 50 migrant students who were pre- and posttested with the Boehm Test of Basic Concepts made good gains by scoring an average gain of 10.9 raw score points. This is slightly greater than the 10.4 raw score point gain by the migrant students last year. Although the migrant students did well, their gains were surpassed by both Title I regular students (N = 408) who gained 13.9 raw score points and Title I schoolwide project students (N = 145) who gained 15.6 raw score points in the same time period.

First Grade

The 46 migrant first-grade students who were served by a Migrant teacher made an average grade equivalent score of 1.4 on the ITBS Reading Total. This score is within .4 points of the expected grade equivalent for first graders of 1.8.

Their achievement is lower than the average grade equivalent score of 1.9 attained by the 40 migrant students who were tested in 1979-80.

Grades Two through Six

The 3rd, 4th, and 5th grade students served made good achievement gains on the ITBS Reading Total score. Figure 2 shows the average gain per month of instruction in grade equivalent points for students pre- and posttested.

Grade	No. of Students Pre- and Posttested	Average Grade Equivalent Gain	% of Students Making at Least .8 Grade Equivalent Gain
2	34	0.7	47%
3	47	1.0	62%
4	26	1.0	65%
5	22	0.9	64%
6	25	0.5	44%

Figure 2. ACHIEVEMENT GAINS OF MIGRANT STUDENTS IN GRADES 2-6.

Not only did the students in grades 3, 4, and 5 gain between 0.9 and 1.0 grade equivalents on the average, but at each grade level over 60% of the students with pre- and posttests made gains of 0.8 or better.

Although the students in grades 2 and 6 did fairly well in that over 40% of the students at each grade level made at least a .8 grade equivalent gain, their gains were not as great as at other grade levels. Examination of the attendance data generally indicates that 6th graders were served slightly fewer days (8) in 1980-81 overall than were 5th graders. This may or may not contribute to these differences in gains. The second graders on the average were served three days more in 1980-81 than were the third graders; so, being served more by a teacher does not necessarily explain these differences.

HOW MANY SEVENTH-TWELFTH GRADE STUDENTS RECEIVED INSTRUCTIONAL SERVICES?

Seven Migrant teachers provided instructional services for 223 students at eight campuses. This total is down from the 244 provided instructional services in 1979-80.

HOW WERE ACHIEVEMENT GAINS FOR THE SEVENTH-TWELFTH GRADE MIGRANT STUDENTS MEASURED?

In 1979-80 all secondary students served by a teacher were tested in the spring with the 1970 California Achievement Tests (CAT), Vocabulary Test. In 1980-81 this test was replaced with the more current 1977 edition of the California Achievement Tests (CAT). In addition to the Vocabulary Test, students this year were also given the Reading Comprehension Test to provide a broader measure of their achievement gains from 1980-81 to 1981-82. An equating study was used to make the 1970 and 1977 CAT Vocabulary scores comparable; therefore, the results using the CAT scores should be interpreted cautiously.

Through the District's systemwide achievement testing efforts, the Iowa Tests of Basic Skills (ITBS) was given to all 1st-8th grade students. For this year's 7th and 8th graders, more of the migrant students who were served had ITBS test scores from both the spring of 1980 and the spring of 1981, so their ITBS Reading Total scores are used here to report on their achievement gains.

WHAT WERE THE ACHIEVEMENT GAINS MADE BY THE SEVENTH-EIGHTH GRADE MIGRANT STUDENTS?

In Figure 3 are given the gains for the 7th and 8th grade students. The 7th graders did very well in scoring an average grade equivalent gain of 1.6. Nearly 59% of the students gained at least .8 grade equivalent. The 8th graders also did fairly well in having an average gain of 1.0 grade equivalent, but only 38% of them made gains of .8 grade equivalent or better.

Grade	No. of Students Pre- & Posttested	Average Grade Equivalent Gain	% of Students Making at Least .8 Grade Equivalent Gain
7	34	1.6	59%
8	45	1.0	38%

Figure 3. ACHIEVEMENT GAINS MADE BY MIGRANT 7TH AND 8TH GRADERS IN 1980-81.

WHAT COULD ACCOUNT FOR THE DIFFERENCES BETWEEN THE ACHIEVEMENT GAINS IN GRADES SEVEN AND EIGHT?

In 1979-80, the average achievement gains in grade equivalents for 7th and 8th graders were low (.7 and .1, respectively). As measured by the ITBS, the migrant seventh graders made very good gains this year in comparison (1.6) and the 8th graders also improved, but still did not match the 7th graders. Examination of the student attendance reports indicated that the average number of days 7th graders were served by a Migrant teacher in 1980-81 increased over a week per each six weeks compared to 1979-80. Also the average number of 7th grade students seen decreased from the 1979-80 level of an average of 42 to the 1980-81 level of an average of 34. This greatly increased instructional time per student could account for the increased achievement gains.

The 8th graders also received more instructional time (3 more days each six weeks), but the average number of students seen in 1980-81 was 43, up from the 1979-80 figure of an average of 34. Therefore although the 8th graders had more instructional time available with a Migrant teacher, more students were seen.

HOW MANY STUDENTS WHO ARE ELIGIBLE RECEIVED INSTRUCTIONAL SERVICES FROM A MIGRANT TEACHER AT THE SENIOR HIGH LEVEL?

Between 33% and 37% of the eligible migrant students received services from a migrant teacher during each six-weeks period. This contrasts with 88-93% of the eligible pre-K students being served; 63-77% of the eligible elementary students being served; and 78-87% of the eligible junior high students being served.

WHAT ARE POSSIBLE REASONS FOR THE MUCH SMALLER PERCENTAGE OF STUDENTS BEING SERVED AT THE HIGH SCHOOL LEVEL?

As has been reported in previous Migrant evaluations, scheduling students for service at the high school level is a problem. The Migrant Coordinator and the Migrant teachers worked more closely with the schools this year to try to schedule more students. Also teachers have tried different instructional methods (team teaching, special Migrant classes, tutoring, etc.) and have met with mixed success. Problems stem partially from students not receiving credit for the Migrant classes, the foundation teachers not wanting to let the students leave their credit classes where the students are generally behind in their reading and language arts skills, and the student's own choice about wanting to take other classes instead.

WHAT WERE THE ACHIEVEMENT GAINS OF STUDENTS IN GRADES NINE-TWELVE?

On the whole the gains were quite small. Not enough students were pre- and posttested at the 12th grade level to make any statements about their gains. Figure 4 presents the average gains per month for the 9th, 10th, and 11th graders.

Grade	No. of Students Pre- & Posttested	Average Grade Equivalent Gain	% of Students Making at Least .8 Grade Equivalent Gain
9	27	0.4	48%
10	17	0.1	29%
11	10	-0.5	20%

Figure 4. ACHIEVEMENT GAINS MADE BY MIGRANT NINTH-ELEVENTH GRADERS IN 1980-81.

WHAT COULD ACCOUNT FOR THESE SCORES?

In 1979-80, Migrant students made 1.2, 1.2, and .3 grade equivalent gains. Since in 1980-81 as in 1979-80, students on the average saw a Migrant teacher 22 days of each six weeks, the drop in achievement is most likely not due to increases or decreases in days of service offered. The numbers of students are so small that generalizations are hard to make.

The Texas Education Agency requires that every district having a Migrant Program serve currently migratory students in grades K-12 before four-year-olds can be served. Although the high school Migrant Program has been difficult to implement, these grades must continue to be served before prekindergarten instruction can be funded. The added requirement that at least 30 migrant students be enrolled on a campus before a full-time Migrant Program teacher may be hired makes the delivery of services to many migrant students in grades K-12 difficult, if not impossible.

HEALTH SERVICES COMPONENT

HOW MANY MIGRANT STUDENTS WERE SERVED BY THE MIGRANT NURSE?

From September, 1980 through April, 1981, the Migrant Nurse and her staff provided health services to 618 migrant students. For these same months her total number of student contacts, excluding follow-ups, was 1,353.

WHAT SERVICES WERE PROVIDED BY THE MIGRANT NURSE?

During September through April, the Nurse performed a variety of activities for migrant students. The types of these activities and the number of times each was performed are presented in Figure 5. Although not tallied, the Nurse made approximately 400 additional contacts to follow-up on previously noted health problems.

Activity	Number of Times Activity Was Performed
Initial Contact	1267
Scheduled Screening	370
Non-Scheduled Exam	139
Phone Call by Migrant Nurse	400
Referral to M.D.	358
Referral to Dentist	359
Home Visit	68
Counseling or Teaching	457
Phone Call or Note to Parents	793

Figure 5. SUMMARY OF SERVICES PROVIDED BY THE MIGRANT NURSE FROM SEPTEMBER THROUGH APRIL.

HOW MUCH MONEY WAS SPENT FOR MEDICAL AND DENTAL CARE FOR THE MIGRANT STUDENTS?

In Figure 6 are presented the expenditures for health care services from September through April. As can be noted from Figure 6, dentist bills comprised the large majority of the $32,754.62 spent during this time period.

EXPENDITURES

MONTHS	NUMBER OF STUDENTS SERVED	M. D.	DENTIST	PHARMACY	X-RAY	LAB	GLASSES	TOTAL SPENT	AVERAGE SPENT PER STUDENT
SEPTEMBER	26	278.00	368.00	73.01	- 0 -	16.00	150.00	885.01	34.04
OCTOBER	54	1,099.00	1,686.00	63.78	42.00	40.00	254.00	3,184.78	58.98
NOVEMBER	65	730.00	4,144.00	95.51	- 0 -	43.00	180.00	5,192.51	79.89
DECEMBER	44	607.00	3,706.00	16.91	- 0 -	6.00	100.00	4,435.91	100.82
JANUARY	83	967.00	6,244.00	92.41	- 0 -	60.00	341.00	7,704.41	92.82
FEBRUARY	83	1,071.00	,832.00	160.72	- 0 -	48.90	349.00	5,461.62	65.80
MARCH	73	937.00	2,232.00	197.29	97.00	27.00	265.00	3,755.29	51.44
APRIL	35	532.00	1,308.00	20.09	- 0 -	40.00	235.00	2,135.09	61.00
TOTAL	463	$6,221.00	$23,520.00	$719.76	$139.00	$280.90	$1,874.00	$32,754.62	$70.74

Figure 6. SEPTEMBER THROUGH APRIL SUMMARY OF HEALTH CARE EXPENDITURES FOR MIGRANT STUDENTS.

PARENTAL INVOLVEMENT COMPONENT

The Parental Involvement Component consists of the Title I/Title I Migrant Parental Involvement Specialist and the four Migrant Community representatives.

WAS A DISTRICTWIDE PAC ESTABLISHED?

Yes. The first meeting was in September and the members were elected in October. A total of nine Districtwide PAC meetings and two parent-training sessions were held during the 1980-81 school year. The average number of migrant parents attending the Districtwide PAC has more than doubled from 1979-80.

WERE THE LOCAL CAMPUS PACS ESTABLISHED?

Except for Crockett and Porter, which did not become Migrant schools until January, all Migrant or Title I/Migrant schools had at least one meeting of their local PACs. Two attempts were made to establish a Crockett/Porter PAC, but these were unsuccessful due to poor parent attendance.

DID MIGRANT PARENTS ATTEND MORE LOCAL PAC MEETINGS THIS YEAR?

No. The attendance of migrant parents at the local PACs in 1979-80 was up from its level in 1978-79. Unfortunately, the attendance of migrant parents at local PAC meetings decreased (an average of three parents/meeting). from the level noted in 1979-80 (an average of four parents/meeting). At a total of fifty-four local campus meetings held, twenty were not attended by any migrant parents . Several additional PAC records indicated that other meetings had been scheduled, but had to be cancelled due to poor parent attendance.

It should be noted the records kept of the local PAC meetings (agenda, minutes, sign-in sheets) were frequently incomplete or illegible. Additional meetings were alluded to, but no records were found to confirm these meetings.

WHAT WAS THE COMMUNITY REPRESENTATIVES' ROLE?

In interviews, the four Migrant community representatives agreed their main priority and what consumed most of their time was recruiting/identifying migrant students. Both local and Districtwide PACs were seen as the next most important activities. Although PACs were considered more important than clothing requests/purchases, the community representatives reported spending as much or more time on clothing than they did on the PACs.

The community representatives felt they needed more clearly-defined job responsibilities as well as more clearly-defined supervision. Different representatives handled their school contacts differently, and more consistency in how community representatives operate was an item Migrant teachers felt needed improvement.

As part of 1981-82 funding cuts, the Title I/Migrant Parental Involvement Specialist position was eliminated, as was one community representative position.

HOW MUCH MONEY DID THE MIGRANT PROGRAM SPEND ON CLOTHING?

The following figure gives the clothing requests and the actual expenditures from August, 1980 through March of 1981. A total of $6,373.75 was spent on clothing for 212 students.

ITEMS	NUMBER OF ITEMS REQUESTED	NUMBER OF ITEMS PURCHASED	PERCENT OF STUDENTS FOR WHOM REQUESTED ITEMS WERE PURCHASED
Shoes	57	9	15.8%
Socks	128	110	85.9%
Jackets	48	24	50.0%
Underwear	133	122	91.7%
T-Shirts	35	33	94.3%
Dresses	19	2	10.5%
Blouses	52	59	113.5% *
Pants	197	171	86.8%
Shirts	118	100	84.7%
Coats	131	118	90.1%
Misc.	8	7	87.5%
TOTAL	926	755	81.5%

* More purchases made than requests received.

Figure 7. NUMBER OF CLOTHING ITEMS REQUESTED AND PURCHASED FOR MIGRANT STUDENTS BETWEEN SEPTEMBER, 1980, AND MARCH, 1981.

WERE THE MIGRANT STAFF SATISFIED WITH CLOTHING SERVICES?

The community representatives generally felt handling clothing requests/purchases was too time-consuming. The process was not seen to be as efficient as it should be. Several Migrant teachers felt also clothing requests/purchases were not handled efficiently. A committee of Districtwide PAC migrant parents reviewing the 1981-82 Migrant Application decided if funding for the program had to be cut, clothing was the least important item. The Districtwide PAC representatives agreed with this recommendation. Funding cuts made for 1981-82 included cutting all funds for clothing purchases.

MSRTS COMPONENT

WHAT IS THE MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)?

The MSRTS is a national-level record-keeping system designed to maintain files on eligibility forms, health data, instructional data, and achievement data on all migrant students. The MSRTS records are sent from district to district as the student moves to provide each new school district with information about the health, instructional, and achievement data of that student at the previous school. There is also a system of files that the District's MSRTS Clerk is required to keep which contains the migrant students' eligibility forms and their MSRTS records in a certain order and requires that various types of updating to the files be done by specific dates.

HOW DO TEACHERS PERCEIVE THE MSRTS RECORDS?

In both fall interviews and on spring questionnaires, teachers generally reported not using the MSRTS data. Most teachers did not understand the coding on the forms. If any achievement or instructional data were on the student record, it was perceived to be of very little help in diagnosing specific student learning needs and in planning instruction. The demographic data on the forms were available elsewhere in their District records. Teachers preferred to consult with the regular classroom teacher about the students' needs and do his/her own diagnostics as well. Since most AISD students are formerly migratory (indicating they are relatively stationary), the instructional and test data supplied are what the teacher herself/himself had put on the record the previous year.

HOW DOES THE MIGRANT NURSE PERCEIVE THE MSRTS RECORDS?

The Nurse generally reported the records are too cryptic to be of great value. The categories used to code the health data are so broad in many cases, that it does not really save the time in terms of diagnosing students' needs. Also the records are frequently incomplete on many students, so exams need to be performed anyway.

HOW DO THE MIGRANT COORDINATOR AND OTHER AISD ADMINISTRATIVE STAFF PERCEIVE THE MSRTS?

The records and the system itself were seen to be a very expensive and time-consuming way of keeping data on migrant students. The main purpose of the system was seen to be for funding purposes. All demographic data were already available from other District sources. The other data were seen as insufficient to help a teacher to plan instruction or to aid the Nurse in diagnosing health problems. Several two-day deadlines required by the system were seen as totally unrealistic. Overall the system was seen as being an unnecessary and very expensive duplication of effort at record keeping for our district.

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(80.01)

Miscellaneous Document ABSTRACT

Title: Findings about Title I Migrant for 1979-80 (Brochure)

Contact Person: Catherine Christner

No. Pages: 8

Summary:

The information in this brochure summarizes data found in the 1979-80 ESEA Title I Migrant Final Technical Report. A copy of the report is available at the AISD Professional Library. The O.R.E. Publication Number is 79.09.

80.32
(80.02)

Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: 1980-81 ESEA Title I Migrant Program

Contact Persons: Catherine Christner, Glynn Ligon

No. Pages: 37

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I. Evaluation Design Review Form	This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
II. Narrative Summary A. Program Summary B. Evaluation Summary	This chapter briefly describes the project and the evaluation activities tied to the project.
III. Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
IV. Information Needs A. Needs B. Overview	Here the evaluator specifies other information needs that are not included in the decision question section. This may include information required for annual TEA reports, applications, interim reports, etc.
V. Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the persons receiving the information.
VI. Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed as well.

VII.	Data to be Collected in the Schools	This is a timeline for the collection of data in the schools.
VIII.	Evaluation Time Resources Allocation Summary	This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

Evaluation of the 1980-81 Title I Migrant Program involved three major activities:

a) The production of a Final Report and a Technical Report which present information relevant to the decision questions.

b) The production of an Annual Evaluation Report for TEA which documents the extent to which program objectives have been achieved.

c) The dissemination of evaluation information to district personnel throughout the year by means of brochures, memos, meetings, etc.

Scope of Design:

5 Decision Questions
31 Evaluation Questions
20 Information Need Questions

Evaluation Resources Required (in person-days):

3 Director
38 Senior Evaluator
230 Evaluator
188 Programmer
230 Secretary

80.32
(80.40)

Technical Report ABSTRACT

Title: ESEA Title I Migrant Program 1980-81 Final Technical Report

Contact Persons: Catherine Christner, Glynn Ligon

No. Pages: 450

Summary:

This is the accompanying document to the ESEA Title I Migrant 1980-81 Final Report (see Final Report in this volume).

The Technical Report consists of 28 appendices. Each appendix reports the information collected by a specific collection measure.

Each appendix contains:

An instrument description
Purpose of the measure
Procedures used to collect the data
Results
Figures presenting the data
Supporting documents to the data collection process

This technical report contains the following:

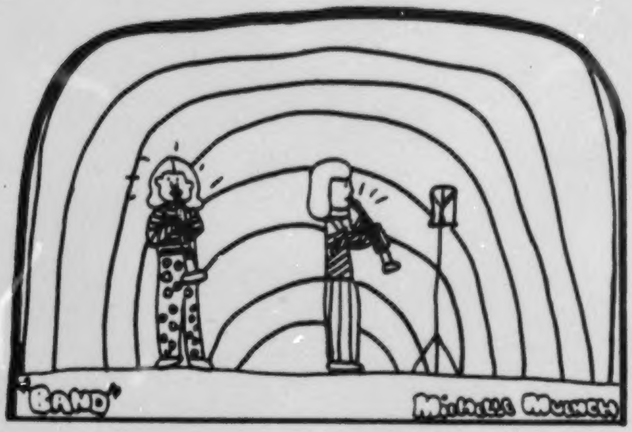
Appendix A. Peabody Picture Vocabulary Test
Appendix B. Boehm Tests of Basic Concepts
Appendix C. Metropolitan Readiness Tests
Appendix D. Iowa Tests of Basic Skills
Appendix E. California Achievement Tests (1970)
Appendix F. California Achievement Tests (1977)
Appendix G. Sequential Tests of Educational Progress
Appendix H. Migrant Teacher Interview
Appendix I. Level of Use Interviews
Appendix J. Migrant Teacher Questionnaire
Appendix K. Migrant Nurse Interview - Fall
Appendix L. Migrant Nurse Interview - Spring
Appendix M. Migrant Parental Involvement Specialist and Community Representative Interview
Appendix N. Migrant Coordinator and MSRTS Clerk Interview - Fall
Appendix O. Migrant Coordinator and MSRTS Clerk Interview - Spring
Appendix P. Early Childhood Coordinator Interview - Fall
Appendix Q. Early Childhood Coordinator Interview - Spring
Appendix R. Pre-Kindergarten Longitudinal File

Appendix S.	Pre-Kindergarten Observations
Appendix T.	Migrant Student Master File
Appendix U.	Migrant Student Attendance Form
Appendix V.	Parental Advisory Council (PAC) Data
Appendix W.	Migrant Clothing Requests Form
Appendix X.	Migrant Clothing Purchases Form
Appendix Y.	Health Services Form
Appendix Z.	Medical Expenses Form
Appendix AA.	MSRTS Records
Appendix BB.	MSRTS Questionnaire

Information in these appendices is summarized in the Final Report for Title I Migrant.

BAND
Darrell Armer

Darrell Armer
Graham
Grade 6


"BAND"
Michelle Muench

Michelle Muench
Graham
Grade 6

Music/Band

Local/State Bilingual

Music
Amanda Hale

Amanda
Hale
Graham
Grade 5

80.32

FINAL REPORT

Project Title: Local/State Bilingual

Contact Person: Jonathan J. Curtis

Major Positive Findings:

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1. Kindergarten gains in language proficiency are up from last year in both English and Spanish.
2. Significant gains in language proficiency for secondary Spanish-dominant LEP students (7th, 8th, and 9th grades) were demonstrated. Larger gains in English for 7th and 8th graders suggest that participation in the newly established junior high school Transitional Bilingual Education (TBE) Program may accelerate language learning.
3. Spanish-dominant LEP third-grade students demonstrated greater Spanish reading proficiency this year than did last year's third graders. Since Spanish reading proficiency for Spanish-dominant pupils was not checked at other grade levels last year, no additional comparisons can be made.

Major Findings Requiring Action:

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1. While kindergarten pupils made substantial gains on the Boehm Test of Basic Concepts this year and their performance equaled or bettered the scores of a national sample (middle SES) of children, performance was lower this year than last.
2. Forty-six percent of the Spanish-dominant LEP students in grades 2-5 did not receive Spanish reading instruction. This places the district substantially out of compliance with state and federal guidelines for education.
3. Responses of Bilingual Education Program teachers to a questionnaire suggest the need for a "well-defined" program consistent with the district's curriculum.

4. The court order of the U.S. v, Texas case proscribes a number of remedies that will affect the manner in which this district and others throughout the state implement their bilingual education programs. Some of the major changes include the following:

   - instruction in the native language and English for all LEP pupils in all subjects required by the state or local district,
   - new LEP status entry and exit criteria including the administration of oral and written language proficiency tests,
   - ESOL summer instruction if the parents of LEP pupils want their children to participate.

5. The district should anticipate an increase of about 400 in the enrollment of LEP pupils. Increases are to be expected at every grade level except the ninth grade. The largest increases are projected for the lower grades.

Evaluation Summary:

This section summarizes the major Local/State Bilingual Program findings, and is organized around the following topics:

- Language Proficiency,
- Academic Achievement,
- Teacher Identified Needs, and
- Changes in the Wind.

More specific information may be obtained by consulting the 1980-81 Local/State Bilingual Project Final Technical Report, Publication No. 80.78.

LANGUAGE PROFICIENCY

Two measures used by the district to assess English and Spanish language proficiency are the PAL for elementary children and the LAB for secondary students. Pre- and posttest PAL data were obtained from a sample of the district's Spanish-dominant LEP kindergarten children so that language learning could be examined. The Iowa Tests of Basic Skills achievement test data are used to examine the performance of the other elementary grades (see next subsection). Pre- and posttest data for 7th, 8th, and 9th graders on the newly implemented Language Assessment Battery (LAB) were obtained and will be summarized later in this subsection.

HOW DO THIS YEAR'S GAINS IN LANGUAGE PROFICIENCY COMPARE TO LAST YEARS?

Gains of kindergarten students this year far outstripped those of last year both in English and Spanish (see Figures 1 and 2).

Gains for secondary students cannot be compared to last year since this was the first year of administering the LAB.

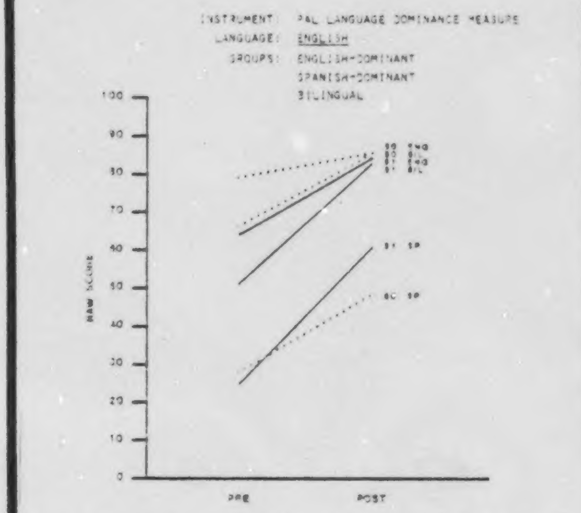

Figure 1: PAL ENGLISH GAINS FOR ENGLISH-DOMINANT, SPANISH-DOMINANT, AND BILINGUAL PROJECT KINDERGARTEN STUDENTS [illegible]

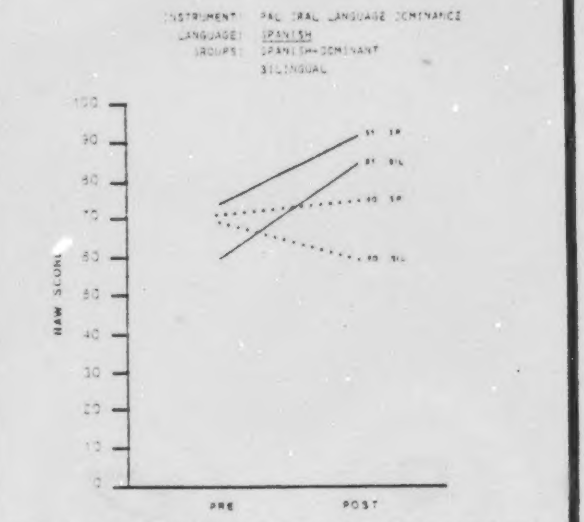

Figure 2: PAL SPANISH GAINS FOR SPANISH-DOMINANT AND BILINGUAL PROJECT KINDERGARTEN STUDENTS. (1981 VS 1980)

WHICH STUDENTS GAIN THE MOST?

If this year and last are an indication, *Spanish-dominant LEP pupils gain the most in both English and Spanish,* Bilingual LEP students are next and English-dominant LEP pupils bring up the rear (see Figures 1 and 2). Since Spanish-dominant children have the most English to learn, it is important that they register the highest gains. More surprising is the finding that Spanish-dominant pupils also show the greatest gains in Spanish proficiency. Perhaps this is a reflection of receiving more instruction in Spanish than their more English-proficient peers. Overall the 1980-81 school year appears to have been a very good year for learning language for Hispanic LEP kindergarteners.

At the secondary level only the Spanish-dominant LEP pupils were systematically tested in both the fall and the spring for language proficiency. There was not a sufficient number of students above the ninth grade identified and tested to provide meaningful summary statistics.

As with the kindergarten sample, those students with the lowest English pretest scores, seventh graders, made the largest gain (19.4) while those with the highest pretest scores, ninth graders, made the smallest gain (9.3). The eighth graders fell in between with a gain of 16.0. The pronounced drop in gain from eighth to ninth grades suggests that the Transitional Bilingual Education Program established for Spanish-dominant LEP junior high school students may have been effective in promoting faster English language acquisition.

WHAT COULD ACCOUNT FOR THIS YEAR'S SUPERIOR KINDERGARTEN LANGUAGE PROFICIENCY GAINS?

The cause for this phenomenon is unknown. It may reflect a fortuitious sample, the availability of more and better out-of-class English language models due to the district's desegregation efforts, kindergarten activities aimed more at language development than other developmental skills, or some other unidentified source. No extraordinary measures on behalf of these children have been noted. Although the Spanish-dominant pupils did receive instruction from certified bilingual teachers, last year's Spanish-dominant pupils were instructed similarly.

ACADEMIC ACHIEVEMENT

More than anything else, academic achievement is the primary focus of educational programs. They are effective or not effective based, for the most part, on the academic performance of participating pupils. For Bilingual Education, the limelight may be shared with language proficiency. Nevertheless, academic achievement remains an important focus.

ARE READING SKILLS IMPROVING?

English-reading skills are improving for Hispanic LEP children. Figure 3 demonstrates this effect unequivocally. Without exception the grade equivalence scores increase from one grade level to the next whether 1980 or 1981 scores are examined. A similar pattern exits for the Spanish Reading Skills of Spanish-dominant LEP pupils. Unfortunately, the gains obtained by these students are generally insufficient to maintain or close the gap between them and their non-LEP peers. That is non-LEP children tend to learn substantially more in a year than their LEP counterparts. As a result, the difference in reading skills continues to broaden year-by-year. For example, at the first grade level (1981) the difference between the Spanish-dominant LEP and the national norm group in English reading is six months. By the sixth grade, the difference has become two years and nine months. A similar gap has been noted by programs serving children from low socioeconomic strata here in Austin and across the country. In grades 1-3 the 1981 LEP pupils, regardless of their language dominance, are performing at a slightly higher level than their 1980 counterparts. At fourth through sixth grades there is no similar pattern.

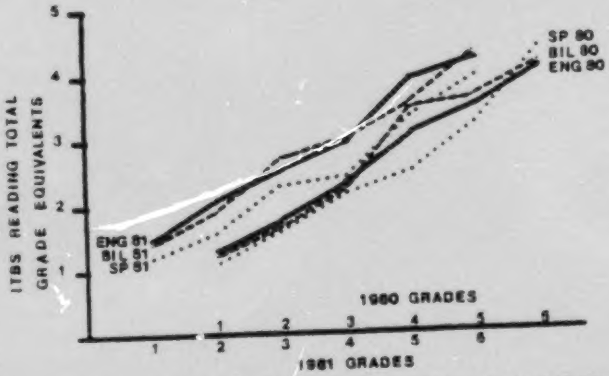

Figure 3: HISPANIC LEP PUPIL READING ACHIEVEMENT.

ARE MATH SKILLS IMPROVING?

Math scores are also improving as is illustrated by Figure 4. LEP pupils tend to score better in math than in reading (compare Figures 3 and 4). Beyond that fact, however, the pattern of learning is almost identical to that of reading and similar conclusions can be drawn:

- math skills are improving,
- there is an ever-widening gap between the math proficiency of LEP pupils and the national norm, and
- 1981 LEP pupils in grades 1-3 are performing at a slightly higher level than their 1980 counterparts. (No similar pattern exits for grades 4-6.)

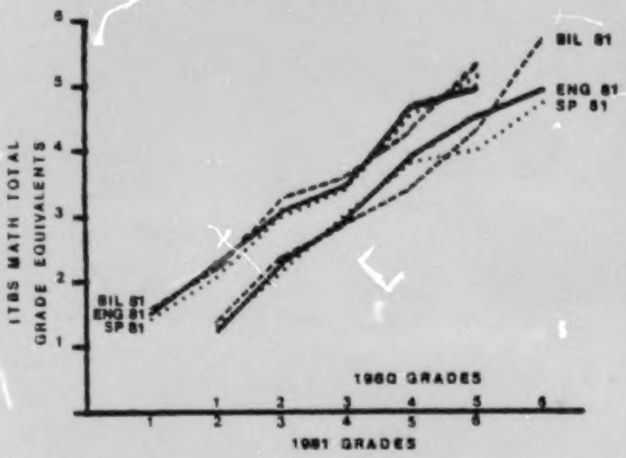

Figure 4: HISPANIC LEP PUPIL MATH ACHIEVEMENT

WHAT CONCLUSIONS CAN BE DRAWN ABOUT ACHIEVEMENT?

Three conclusions have been drawn:

- math and reading skills of LEP pupils are improving,
- 1981 LEP pupils, grades 1-3, appear to be slightly out-performing their 1980 counterparts, and
- there is a gap in achievement between LEP pupils and the national norm in both math and reading that generally widens from one grade level to the next.

If education programs for LEP children are to provide a truly equal educational opportunity, extended school programs are probably essential. Since these pupils have more to learn than their non-LEP counterparts, more instructional time will have to be provided if the students are not to fall permanently behind their English-proficient peers. Extended school programs provided before or after regular school hours and during the summer may make a substantial difference in the academic performance of LEP pupils if the programs are well-thought-out and implemented with competent, dedicated faculty.

TEACHER IDENTIFIED NEEDS

Teacher perception is one of the important dimensions to consider in determining what program modifications may lead to a continually more effective and efficient Bilingual Program. This subsection identifies the major findings derived from a questionnaire completed by teachers associated with the Bilingual Program.

WHAT ARE THE TOP PRIORITY SUPPORT SERVICE NEEDS?

The following support *service priorities* were identified by teachers as services *that are essential or a strong need:*

- the selection of bilingual materials that complement the district's curriculum,
- the identification, selection, acquisition, and demonstration of core instructional materials appropriate to a bilingual instruction program, and
- the provision of assistance in the LEP identification process.

WHAT ARE THE TOP PRIORITY INSERVICE TRAINING NEEDS?

Teachers identified the following needs as their top priorities for inservice training:

- presentation of the goals and guidelines of the district's Bilingual Education Program, and
- demonstration of techniques for teaching reading and oral-language skills in a bilingual setting.

The responses of teachers suggest a moderate to strong need for inservice across a broad spectrum of training. It should be noted, however, that *all the resource services listed above are more highly prized by the teachers than are any of the potential inservice training possibilities.*

IS THERE A THEME THAT TIES TOGETHER THE FINDINGS OF THE TEACHER IDENTIFIED NEEDS?

A common theme throughout most of the major findings suggests a need for a "well defined" program consistent with the district's curriculum. The interests of teachers supporting this contention include a high priority for:

- selection of materials that complement the district's curriculum,
- selection of core bilingual instructional materials,
- inservice on the goals and guidelines of the Bilingual Program, and
- addressing major problems with time management for classrooms containing LEP pupils.

More directly to the point are teacher comments:

- "The Bilingual Program needs to be seen by all in the district as an integral part of the curriculum and not as a separate entity."
- "All (bilingual)*programs need to be more alike -- rather than everyone doing his own thing."
- "Support from the district and principals (is needed)".*
- "The Bilingual Program lacks consistency...."
- "The program that supposedly exists is strictly on paper...."

WINDS OF CHANGE

Ever shifting requirements have been a hallmark of the Austin Bilingual Program. State and federal guidelines that do not match and change yearly have set a stage of confusion that has made the development and implementation of a consistent, understandable, and cohesive program virtually impossible to attain. The 1981-82 school year promises more change via the U.S. v. Texas court order. Once again new identification procedures, program content, and exit procedures must be identified, disseminated, and implemented. Unless a new agreement with the Office for Civil Rights to match the requirements of the recent court order is negotiated, another nightmare of dual standards and requirements will be upon us. If negotiation with OCR is successful a period of stability may result in which a consistent cohesive program can develop.

While the U.S. v. Texas court order will be a major focus of this subsection, a number of other sources of change will have to be considered:

- An increase in the number of limited English proficient (LEP) pupils is expected.
- Teachers have recommended changes that they feel will enhance the effectiveness and efficiency of the Bilingual Program.
- Unless considerable care is taken, administrative reorganization may result in confusion regarding who is responsible for implementing state, federal, and court ordered requirements.
- Desegregation and Bilingual Education requirements will have to be carefully coordinated so that efforts to meet one requirement do not put the district out of compliance with the other.

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* Words in parentheses were added to clarify the meaning of the statements.

WHAT MAJOR CHANGES ARE REQUIRED BY THE U.S. V. TEXAS COURT ORDER?

The following is a listing of the major changes that must be implemented for the 1981-82 school year:

- Instruction in the native language and English must be provided for all grade K-5 LEP pupils in all subject areas required by the state or local district.
- Language instruction must be provided in the native language and English and is to include comprehension, speaking, reading, and writing.
- If the number of LEP pupils of a given language group is less than twenty in a given grade throughout the district, an alternate bilingual program may be provided. One bilingual teacher must be employed for every fifteen pupils and individualized teaching must be supplemented by extensive use of audio-visual bilingual instructional materials.
- New entry and exit criteria are to be applied.
- Summer programs featuring ESOL instruction must be provided by the district if the parents of twenty or more LEP pupils indicate a desire for their LEP children to participate.

WHAT CHANGES MUST OCCUR DUE TO THE ANTICIPATED INCREASE IN LEP PUPILS ATTENDING SCHOOL?

According to the U.S. v. Texas court order a bilingually certified teacher must be provided for all LEP pupils in a pupil/teacher ratio not to exceed the district average. The district can anticipate an increase of about 300 LEP pupils in grades K-5 next year. Overall, including LEP pupils in grades K-5 already enrolled in the district and the new LEP pupils anticipated, *the district will need to provide bilingual teachers for approximately 2,200 K-5 students*. Assuming that no more than twenty LEP pupils are assigned per bilingual class of twenty-seven students, at least 110 bilingual teachers would be required if the pupils are conveniently distributed across schools, grades and native language groups. Since it is unlikely that such a distribution will occur and anticipating the district would prefer maintaining a lower proportion of LEP pupils per classroom for desegregation purposes, a substantially greater number of bilingual teachers may be required.

IS THERE A CONFLICT BETWEEN THE COURT ORDERED DESEGREGATION AND BILINGUAL EDUCATION REQUIREMENTS?

Theoretically these two court orders are not in conflict; however, strict adherence to one may make it difficult or impossible to meet both requirements under present resource constraints. Specifically, the district may not have a sufficient supply of certified bilingual teachers to provide desegregated classrooms for LEP pupils. To meet both requirements, the district will probably need in grades K-5 a minimum of 130 Spanish bilingually certified teachers, about six Vietnamese, and a small number of bilingual teachers to cover other languages. These figures assume an average of fifteen LEP pupils assigned per bilingual teacher. For low incidence language groups distributed widely throughout the district, the logistics will be challenging.

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Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: 1980 - 1981 Bilingual Evaluation September 1980

Contact Person: Jonathan Curtis

No. Pages: 21

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I.	Evaluation Design Review Form	This chapter presents the names of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
II.	Narrative Summary A. Program Summary B. Evaluation	This chapter briefly describes the project and the evaluation activities tied to the project.
III.	Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
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V.	Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the persons receiving the information.

VI. Information Sources	The evaluator lists **each information** source and specifies **the population** from which information will be obtained. The date the information will be collected and the analysis techniques are listed.
VII. Data to be Collected in the Schools	This is a timeline for the collection of data in the schools.
VIII. Evaluation Time Resources Allocation Summary	This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

Evaluation of the 1980-81 Local/State Bilingual Program involves the following activities:

a) The production of a Final Report and a Technical Report which present information relevant to the decision questions.

b) The dissemination of evaluation information to district personnel throughout the year by means of meetings, memos, handouts, etc.

Scope of Design:

3	Decision questions
7	Information need questions
16	Evaluation questions

Evaluation Resources Required (in person-days):

10.5	Director
230.0	Senior Evaluator
115.0	Data Analyst/Programmer
230.0	Evaluation Assistant
230.0	Secretary

80.32
(80.78)

Final Technical Report

ABSTRACT

Title: FINAL TECHNICAL REPORT: 1980 - 1981 Local/State Bilingual Project

Contact Person: Jonathan Curtis

No. Pages: 118

Summary:

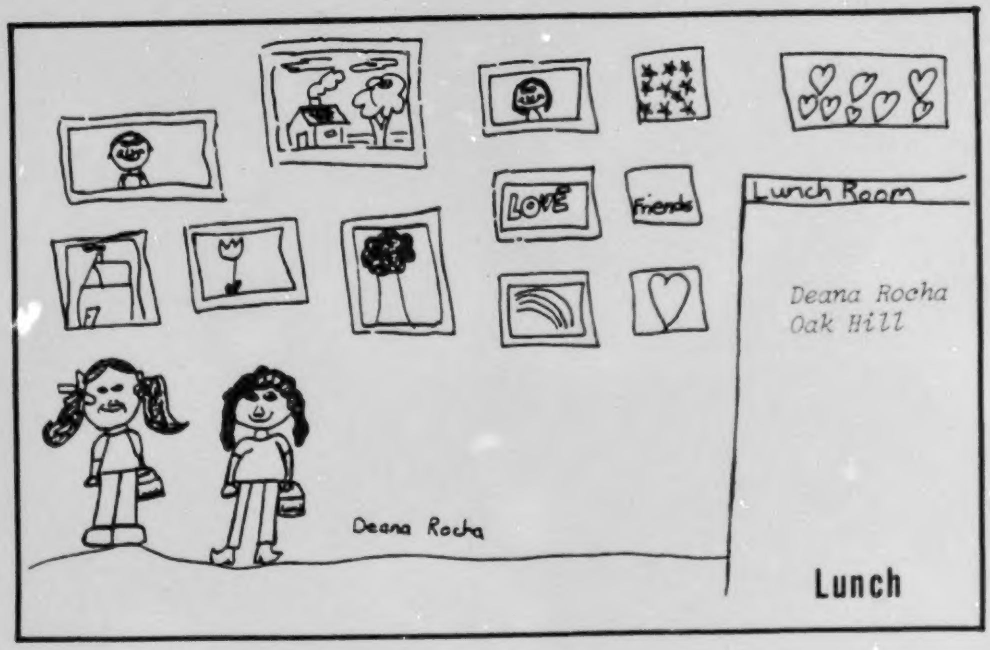
The Final Technical Report consists of six appendices. Each appendix reports on the information collected by a specific data collection measure.

Each appendix contains:

An instrument description
Purpose on the measure
Procedures used to collect the data
Summary of the results
Tables and figures presenting the data

This Technical Report contains the following appendices:

Appendix A: PAL Oral Language Dominance Measure
Appendix B: Iowa Test of Basic Skills
Appendix C: Boehm Test of Basic Concepts
Appendix D: Spanish Reading Test - Prueba de Lectura
Appendix E: Teacher Questionnaire
Appendix F: Language Assessment Battery (LAB)
Appendix G: Potential Policy Changes
Appendix H: Masterfile of LEP Students

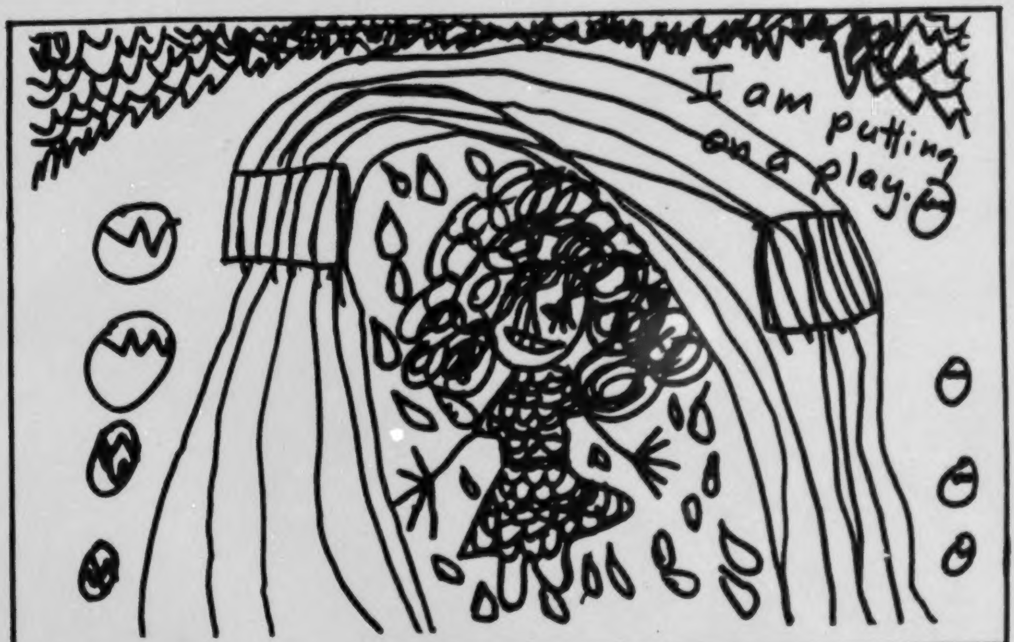

LOVE
Friends
Lunch Room
Deana Rocha

Deana Rocha
Oak Hill

Lunch

E.S.E.A. Title VII Bilingual

Leslie Davis
Graham
Kindergarten


I am putting on a play.

Playtime

FINAL REPORT

Project Title: Title VII Pre-Kindergarten Program

Contact Persons: Martin Arocena, Jonathan J. Curtis

Major Positive Findings:

1. Results indicate that the language skills of the participants significantly improved from pretest to posttest. There was a gain of 12.4 raw score points in English when tested with the Peabody Picture Vocabulary Test and a smaller but significant gain of 4.0 points in the Spanish version of that test.
2. Records of parents' participation in various school activities and their responses to a questionnaire indicate that parents were interested in participating in the Program and school activities.
3. On the average 51% of the time available for classroom activities was used for instruction.

Major Findings Requiring Action:

1. Instruction was provided in both English and Spanish. The latter was used mostly with monolingual Spanish children. Parents have suggested that more Spanish be used in the classroom as a language of instruction and as a second language.
2. The Title VII Bilingual Teachers recommend that the Bilingual Early Childhood Program (BECP) be modified by adding more units, by increasing the vocabulary involved, and making exercises less repetitious.
3. No control group was established so that the Program's effects might be demonstrated in an unequivocal manner.

Evaluation Summary:

The following is a description of the nature of the Program and a summary of the major evaluation findings for 1980-81, the first year of the Title VII Bilingual Pre-Kindergarten Program. The results are presented by Program component. They are presented in greater detail in the 1980-81 Title VII Pre-Kindergarten Technical Report, Publication No. 80.79. The Program's components were the following:

- *INSTRUCTION and CURRICULUM.*
- *PARENTAL INVOLVEMENT.*
- *TEACHER TRAINING.*

THE PROGRAM'S NATURE

WHAT IS THE NATURE OF THE TITLE VII PRE-KINDERGARTEN?

The Title VII Bilingual Pre-Kindergarten Program was implemented for the first time in 1980-81, in six District schools (Allison, Allan, Becker, Brooke, Govalle, and Sanchez). Its purpose is to develop a demonstration program that serves the needs of children who are Spanish-dominant and who come from lower socioeconomic strata. Each class contained eighteen children three of whom were non-LEP. It was anticipated that the three non-LEP children would provide English speaking models for their Spanish-dominant peers. Instruction was provided in both languages by bilingual teachers. The objectives of the Program were the following:

- To provide instruction to the participants so that they might attain a higher level of skill in English and Spanish and also learn new concepts and ideas.
- To provide students with structured instruction activities during 50% or more of the school day.
- To provide teachers with four days of formal inservice training.

Participants of the 1980-81 Title VII Pre-Kindergarten were selected according to the following criteria:

- Demonstrated limited English proficiency,
- Membership in a lower socioeconomic strata.

The first condition was verified with the administration of the PAL test. The second condition was not verified. However, the children were selected from schools that are in lower socioeconomic areas of the community. This year applicants were not selected at random, and a control group was not attained. These events were probably the consequence of the hastiness in implementing the program due to the delayed approval of the federal funds.

A list of applicants was kept and as children withdrew from the program each vacancy was rapidly filled.

IS THERE A DIFFERENCE BETWEEN THE TITLE VII PRE-K AND OTHER DISTRICT PRE-K PROGRAMS?

There are two other pre-k programs in AISD; Title I, Title I Migrant. The major differences among them are:

- The criteria for admission.
- The curriculum used.

Title I serves children from lower socioeconomic strata, but not necessarily Spanish-dominant. Title I Migrant serves only children whose parents are migrant. The qualifications for Title VII are stated above.

The district's programs differ also in the curriculum used. Title I Pre-K used the AISD Early Childhood Curriculum, while Title VII used the Bilingual Early Childhood Program (BECP). Title I Migrant was in a transitional period and used both.

INSTRUCTION and CURRICULUM

DID THE PRE-K MEET THEIR ACHIEVEMENT OBJECTIVES?

Yes. There were gains in both English and Spanish although the larger gain was in English (see Figure 1).

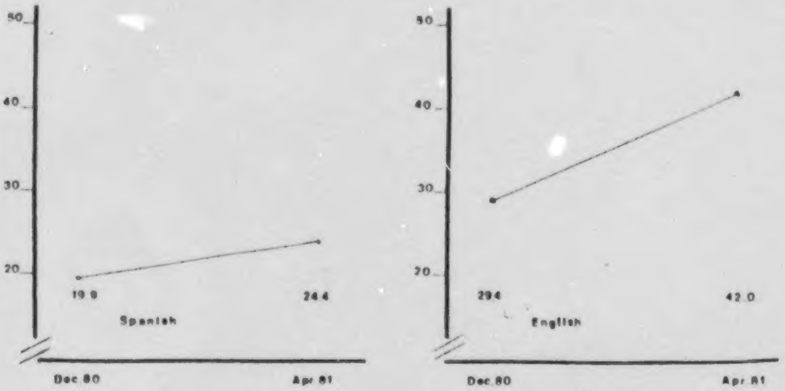


Figure 1. COMPARISON OF PRE- TO POSTTEST GAINS IN ENGLISH AND SPANISH.

While language growth was demonstrated by the project students, these results cannot yet be attributed to the program with any certainty since no control group was available to the program. The gains attained could very well have been a result of natural growth and/or home instruction. A control group is anticipated for next year so that the program effects can be determined unequivocally.

WHAT WAS THE PREDOMINANT LANGUAGE OF INSTRUCTION?

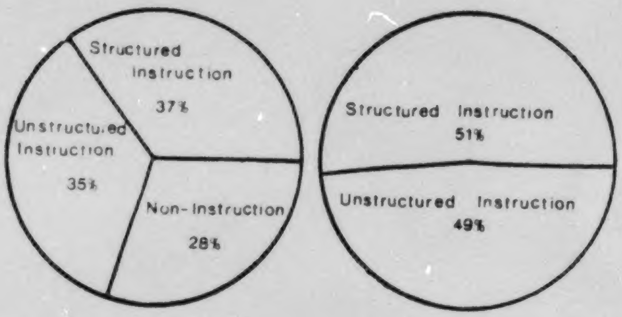
The predominant language of instruction was English. Spanish was used primarily to provide instruction to those children who were essentially Spanish-monolingual.

IN WHAT ACTIVITIES DID THE CHILDREN SPEND THEIR SCHOOL DAY?

The school day for Title VII Pre-K participants lasted 390 minutes. There was some time allowed for non-instructional activities such as breakfast, lunch, a nap, a snack, and time for bathroom visits. About 28% (109.4 minutes) were dedicated to those activities. The other 281 minutes were used for instruction in the following manner; an average of 37% (144.4 minutes) for structured instruction and 35% (136.1 minutes) for unstructured instruction. Considering only the available instructional time, an average of 51% was utilized for structured instructional activities by the teachers, the teacher's aides, and occasionally others such as a music teacher, or a physical education coach.

The teachers often divided the class into several groups of six to eight children. The teacher and her aide worked alternatively with each group for a period of twenty minutes providing basic structured instruction. Other instructional activities were conducted in larger groups.

Figure 2 shows graphically the distribution of time during the school day and also during actual available classroom time.



AVERAGE SCHOOL DAY
= 390 min.

A.A.C.T.*
= 280 min.

* A.A.C.T.= Actual Available Classroom Time.
Figure 2. DISTRIBUTION OF TIME ACCORDING TO ACTIVITIES.

The instructional activities were oriented toward improvement and development of the following areas:

- Vocabulary.
- Syntax.
- Ideas and Concepts.
- Visual, Auditory and Motor Skills.

WAS THE BILINGUAL EARLY CHILDHOOD CURRICULUM PROGRAM (BECP) RESPONSIVE TO THE ACADEMIC NEEDS OF THE PRE-SCHOOL STUDENTS?

In general, Title VII Bilingual Pre-Kindergarten Teachers feel that this curriculum satisfies the needs of younger children and/or children with less developed language skills but fails to challenge those pupils at a higher level of development. Furthermore, another point of dissatisfaction with the BECP is that it is too repetitious. The teachers indicated the need to increase the scope of the curriculum by adding new vocabulary and concepts. Expansion of the BECP was recommended in the following areas:

- More Science and Social Studies Units.
- The Five Senses.
- Weather and Seasons.
- Health, Safety and Hygiene.

PARENTAL INVOLVEMENT

TO WHAT EXTENT AND HOW WERE PARENTS INVOLVED IN THE PROGRAM?

One of the chief assumptions of this Program was that parents of the participating children need to be involved in the education of their children. Toward this purpose a parental involvement component was developed which consisted of parenting seminars, At-Home Instructional activities, and PAC meetings.

Two parenting seminars were provided:

- Parents Are Teachers Too.
- Art.

The first seminar attracted the largest number of participants. Sixty-one parents attended. Twenty-four attended the second session.

The At-Home Program consisted of activities to facilitate the child's learning through parent-child interactions. Ninety-seven percent (87/90) indicated that the At-Home activities were very easy to follow. None of the parents indicated they were difficult.

There were six meetings of the Parent Advisory Committee. Four parents of the children in Title VII Pre-Kindergarten participated in the activities fully as officers of the association. Pre-K parents averaged twelve parents in attendance per meeting.

TEACHER TRAINING

HOW MANY AND WHAT WERE THE TOPICS OF THE TITLE VII INSERVICE TRAINING SESSIONS?

There were four inservice training sessions organized by Title VII. The topics covered were the following:

- Art and Young Children.
- Creative Dramatics.
- Science for the Young Child.
- Math for the Preschool Child.

WAS THE TRAINING BENEFICIAL TO THE TEACHERS?

The six Title VII Bilingual Teachers constituted an heterogeneous group with respect to experience. Three of them were experienced teachers. The other three were not. This difference was an important factor in the evaluation of the training activities. The less experienced teachers indicated that the inservice training sessions were beneficial to them while the others did not. Although attendance was mandatory to the inservice training sessions, some of the teachers did not participate fully.

IN WHAT AREAS DO TEACHERS PERCEIVE THE NEED FOR ADDITIONAL TRAINING?

Several topics were suggested by Title VII Bilingual Teachers for future inservice training. They were the following:

- More training directed toward the implementation of the curriculum.
- More inservice regarding the use of language of instruction and its relationship to concept development.
- More training that addresses motor skill problems of young children.

Furthermore, the teachers offered the following suggestions for program improvement:

- Treat Title VII teachers as full-fledged members of the school and invite them to all teacher's meetings.
- Have principals conduct classroom observations and share opinions and suggestions with the Title VII teachers.
- Maintain better communication between the Title VII administration/support staff and the project schools.

80. 32
(80.08)

Final Report   ABSTRACT

Title: Five Years of Bilingual Education: Austin Independent School District

Contact Person: Karen Carsrud

No. Pages: 73

Summary:

A five-year evaluation summary of AISD's ESEA Title VII Bilingual Project is presented in this volume. Abstracts of the first two final reports are included along with a short Evaluation Findings Section for the third, fourth, and fifth year. The Title VII Bilingual Project was designed to build up the District's capacity to implement bilingual education through four major components: a) the Instructional Component, b) the Staff Development Component, c) the Curriculum Development Component, and d) the Parental Involvement Component. Over the course of the five-year project, a total of $3,393,731 was appropriated for the project.

In addition to summaries of each technical report produced for the Title VII project, this document summarizes thirteen other reports produced by the Title VII Evaluation staff during the five-year project. These reports include Evaluation Designs, and evaluations of Bilingual Communication Skills Summer Workshops.

317

80.32
(80.33)

Occasional Paper

ABSTRACT

Title: Evaluation of Achievement Outcomes: Austin's Experience

Contact Person: Karen Carsrud

No. Pages: 10

Summary:

Austin Independent School District undertook a five-year Title VII project to research specific achievement outcomes. This paper points out those achievement outcomes as well as evaluation issues and problems which evolved for AISD during the project.

The findings indicated English-dominant project students in kindergarten showed greater gains than their non-project peers in Basic Concepts. In addition, fifth-grade project students who had been in the project for five years showed greater gains in reading than non-project students. No differences between project and non-project students were found in math at fifth grade or in either reading or math at fourth grade.

However, gains made by project students appeared to be due to gains by the English-dominant project students. A distinct gap in achievement in both reading and math was evident between English-dominant and Spanish-dominant/bilingual students from the initiation of the project, and the gap continued through the fifth-grade. In fact, the Spanish-dominant/bilingual students were even further behind their English-dominant peers by the fifth-grade.

The issues brought out by the evaluators of the bilingual programs were the following: (1) the need for appropriate instruments for measuring achievement objectives in bilingual programs because of present problems with cultural bias and subjectivity; (2) the problem of obtaining an appropriate sample of students for assessment of the objectives due to migration of families, desegregation efforts on the part of the school district, or schools dropping out of the project; (3) the problems of personnel changes in bilingual programs, causing inconsistency in the program; and (4) the lack of evaluation models applicable for longitudinal evaluations of achievement in bilingual programs.

Comments: This paper was presented at the National Conference on Longitudinal Evaluation of Bilingual Programs, Austin, Texas, August 1980.

80.32
(80.65)

Evaluation Design

ABSTRACT

Title: EVALUATION DESIGN: 1980-81 Title VII Pre-K Project

Contact Persons: Martin Arocena, Jonathan Curtis

No. Pages: 14

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I.	Evaluation Design Review Form	This chapter presents the names of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
II.	Narrative Summary A. Program Summary B. Evaluation	This chapter briefly describes the project and the evaluation activities tied to the project.
III.	Decision Questions A. Questions Addressed B. Overview	Here the evaluator states all the decision questions and relates them to the evaluation questions and objectives as well as their data sources.
IV.	Information Needs A. Needs B. Overview	Here the evaluator specifies other information needs that are not included in the decision question section. This may include information required for annual TEA reports, applications, interim reports, etc.
V.	Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the persons receiving the information.

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VI.	Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed.
VII.	Data to be Collected in the Schools	This is a timeline for the collection of data in the schools.
VIII.	Evaluation Time Resources Allocation Summary	This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

Evaluation of the 1980-81 Title VII Pre-Kindergarten Program involves the following activities:

a) The production of a final report and a technical report which present information and documentation relevant to the decision questions.

b) The dissemination of evaluation information to district personnel.

Scope of Design:

4	Decision questions
4	Information need questions
16	Evaluation questions

Evaluation Resources Required (in person-days)

12	Director
17	Senior Evaluator
131	Evaluation Intern
55	Secretary

80.32
(80.67)

Miscellaneous Documents ABSTRACT

Title: Title VII Pre-K Classroom Observations

Contact Person: Martin Arocena

No. Pages: 3

Summary:

This pamphlet was delivered to all Title VII Pre-K teachers. Its purpose was to explain the nature of ORE's classroom observations. It contains information about observers, and other questions of concern to teachers. There are copies of this pamphlet in ORE's permanent files.

321

80.32
(80.79)

Technical Report

ABSTRACT

Title: TECHNICAL REPORT: 1980-81 ESEA Title VII Pre-K Project

Contact Person: Martin Arocena, Jonathan Curtis

No. Pages: 47

Summary:

This is the accompanying document to the ESEA Title VII Bilingual Program 1980-81 Final Report (see Final Report in this volume).

The Technical Report consists of six appendices. Each appendix reports the information collected by a specific collection measure.

When appropriate the appendices contain:

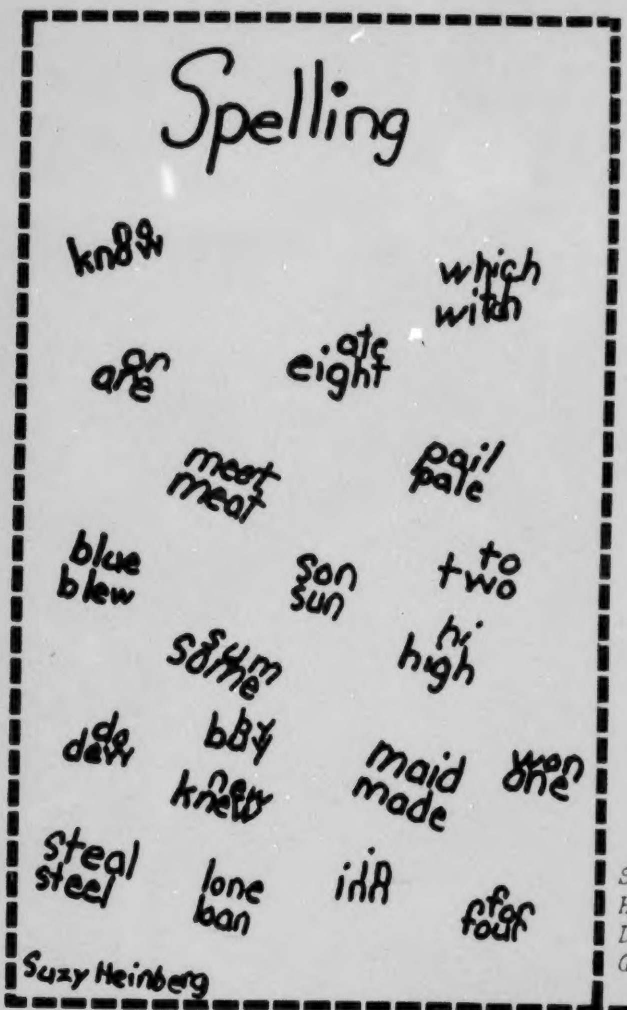
An instrument description
Purpose of the measure
Procedures used to collect and analyze the data
Summary of results
Tables and figures presenting the data
Copies of computer output from the analyses

This Technical Report contains the following appendices:

Appendix A: Peabody Picture Vocabulary Test
Appendix B: Peabody Picture Vocabulary Test, Spanish Version
Appendix C: Early Childhood Observation Form
Appendix D: Parent's Questionnaire
Appendix E: Title VII Teacher's Interview
Appendix F: Documents Collected by the Bilingual Education Department

Information in these appendices is summarized in the Final Report for this project.

State Compensatory Education


Spelling
which
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Suzy Heinberg

Suzy
Heinberg
Doss
Grade 4

Spelling

SPELLING
CONSCIENCE
Spelling
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PLEASE SPELL AMPHIBIAN
Sure. A-M-P-H-I-B-I-A-N.
(Spelling Bee)
Melanie Heinberg

Melanie
Heinberg
Doss
Grade 5

80.32

FINAL REPORT

Project Title: State Compensatory Education (SCE)

Contact Persons: David Wilkinson, Glynn Ligon

Major Positive Finding:

- Classroom teachers reported that the instructional and counseling services provided by the SCE Program would have otherwise been unavailable to their students.

Major Findings Requiring Action:

1. Less than one quarter of the SCE students eligible for service by SCE teachers were served. Less than one half of the LEP (limited-English-proficient) students (46%) eligible for service by six bilingual SCE teachers were served. Apparently, many more students were eligible for SCE services than there were resources to serve them or resources were not properly focused.

2. Only 13% of the former Title I students now at non-Title I schools were served by SCE teachers. Since 41% of the former Title I students attended schools which were not served by SCE, some consideration needs to be given to a reallocation of resources if former Title I students are to continue as a target for SCE services.

3. A comparison group of non-SCE students in grades 2-6 made significantly greater gains in reading and mathematics than the students served by SCE teachers, except in reading at grade 5.

4. In spite of raw score gains on the English version of the Language Assessment Battery (LAB), TBE students at Pearce began and ended the 1980-81 school year at the first percentile.

5. The students served by the SCE secondary composition labs were generally average students. The gains made by these students were about average or less for all AISD students. There is a need to examine this use of funds to better focus instruction on low-achieving students.

Evaluation Summary:

The 1980-81 State Compensatory Education (SCE) Program consisted of seven major components:

1. Elementary Instruction (grades K-6)
2. Elementary Guidance and Counseling (grades K-6)
3. Secondary Composition Labs (grades 7-12)
4. Transitional Bilingual Education (TBE) Classes (grades 7-8)
5. Texas Assessment of Basic Skills (TABS) Administration
6. Compensatory Planning
7. Evaluation

The following is a summary of the major evaluation findings for the 1980-81 SCE Program. The findings are reported in greater detail in the 1980-81 State Compensatory Education Final Technical Report (Publication Number 80.72).

WHAT PERCENTAGE OF ELIGIBLE STUDENTS WERE SERVED BY SCE ELEMENTARY TEACHERS?

SCE elementary teachers served 23% of the students on 19 campuses who were eligible for their services. A total of 22 teachers served 992 students whose achievement in math or reading was at or below the 40th percentile. Figure 1 presents the number and percentage of students served in each grade.

SCE-Eligible Students
Who Were Served by an SCE Teacher

Grade	Number	Percentage
K	14	4.0%
1	123	32.3%
2	138	29.7%
3	135	24.7%
4	204	24.5%
5	214	25.2%
6	164	20.1%
K-6	992	23.4%

Figure 1. NUMBER AND PERCENTAGE OF ELIGIBLE STUDENTS SERVED BY AN SCE TEACHER IN 1980-81.

WHAT PERCENTAGE OF FORMER TITLE I STUDENTS NOW AT NON-TITLE I SCHOOLS WERE SERVED BY SCE ELEMENTARY TEACHERS?

With desegregation, 2,213 students who had been served by the Title I Program in 1979-80 attended a non-Title I school in 1980-81. Of these, 13% were served by an SCE teacher in 1980-81. Many students, 41% of the 2,213, attended campuses without an SCE teacher. Obviously, the SCE Program showed little success in delivering compensatory instruction to the former Title I students. Either the resources provided were too low or the allocation of them was off target to result in serving only 13% of the target population. This finding is depicted graphically in Figure 2 below.

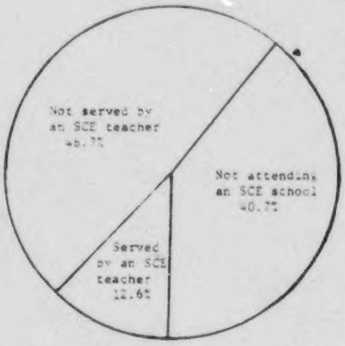

Figure 2. PERCENTAGE OF FORMER TITLE I STUDENTS SERVED BY AN SCE TEACHER IN 1980-81.

WHAT PERCENTAGE OF ELIGIBLE LEP STUDENTS WERE SERVED BY SCE BILINGUAL TEACHERS?

Of the 22 SCE teachers, six were bilingually certified. The bilingual SCE teachers were placed in six schools with Spanish-monolingual or LEP (limited-English-proficient) students but without bilingually certified classroom teachers. On these six campuses, there were 237 eligible LEP students, of which 110 (46%) were served. Figure 3 shows the number and percent of eligible students served at each grade at the six schools.

Grade	Number of Eligible LEP Students	Number of LEP Students Served	Percent of LEP Students Served
K	24	7	29.2
1	90	45	50.0
2	44	23	52.3
3	33	8	24.2
4	18	12	66.7
5	16	8	50.0
6	10	7	70.0
K-6	237	110	46.4

Figure 3. NUMBER AND PERCENT OF ELIGIBLE LEP STUDENTS SERVED BY SCE BILINGUAL TEACHERS IN 1980-81.

DID SCE TEACHERS SERVE BETWEEN 35-50 STUDENTS PER DAY?

Eighteen of the 22 SCE teachers served at least 35 students per day. The average number served was 43. The number of students served per day, as reported by the SCE teachers, ranged from 28 to 60.

WHAT PERCENTAGE OF ELIGIBLE STUDENTS, BY ETHNICITY, WERE SERVED BY SCE COUNSELORS?

A total of 22 counselors working on 25 campuses were expected to spend 40% of their time serving SCE students. Of the 5,722 SCE-eligible students, 66% were served by the SCE counselors. Figure 4 below summarizes the number and percent of eligible students, by ethnicity, who were served at each grade.

	ETHNICITY							
	Black		Hispanic		Anglo		Total	
Grade	#	%	#	%	#	%	#	%
K	182	75.2	191	43.1	48	57.8	426	54.7
1	175	71.4	215	62.5	85	55.6	481	64.0
2	149	62.9	239	56.6	108	54.0	499	57.6
3	189	69.0	240	58.3	164	68.6	595	63.8
4	191	78.0	270	71.2	141	70.1	609	72.9
5	173	73.3	233	73.0	149	66.8	561	71.4
6	182	82.7	241	73.7	167	76.3	597	77.2
K-6	1241	73.0	1629	61.6	862	65.4	3768	65.9

Figure 4. NUMBER AND PERCENTAGE OF SCE-ELIGIBLE STUDENTS SERVED BY SCE COUNSELORS IN 1980-81, BY GRADE AND ETHNICITY. Although not shown separately, Indian and Oriental students are included in the total.

HOW MANY STUDENTS WERE SERVED AND HOW OFTEN BY THE WRITING COMPOSITION LABORATORIES?

Five composition lab instructors were funded by SCE to maintain or establish Composition Labs at Bedichek and Dobie Junior High Schools, and at Anderson, LBJ, and Travis High Schools. Altogether, these instructors served 3,597 students one or more times. The average number of times a student was served was six times, although some students were served a much larger number of times. Figure 5 presents information about the service provided by the labs at each grade.

	GRADE							
	7	8	9	10	11	12	Unknown	Total
Total Number of Times Students Were Served	4761	3618	2066	2051	5196	1581	2160	21433
Number of Different Students Served	724	705	473	469	530	356	340	3597
Average Number of Times Each Student Was Served	6.6	5.1	4.4	4.4	9.8	4.4	6.4	6.0
Largest Number of Times Any One Student Was Served	32	35	62	30	107	63	118	--

Figure 5. SERVICE PROVIDED BY THE SCE WRITING COMPOSITION LABORATORIES IN 1980-81.

WERE THE SCE WRITING COMPOSITION LABS UTILIZED BY LOW-ACHIEVING STUDENTS?

The students served by the composition labs were generally average students who made average gains from the spring of 1980 to the spring of 1981, usually smaller gains than those made by average students districtwide in the same grades and years. This finding is shown for the areas of reading and language in Figures 6 and 7, respectively.

READING Grade in 1980-81	1980 Lab Users' Average Percentile	1980 AISD Average Percentile	Lab Users' Change	AISD Average Change
7	52	52	0	+2
8	45	50	+4	+2
9	(Different test each year; no comparisons made)			
10	43	41	-6	-2
11	39	45	-4	-4
12	54	49	-6	-4

Figure 6. COMPARISON OF READING SCORES FOR COMPOSITION LAB USERS AND ALL AISD STUDENTS. ITBS Reading Total, grades 7 and 8; STEP Reading, grades 10, 11, 12. AISD average percentiles and average changes are for all students tested in both 1980 and 1981.

LANGUAGE Grade in 1980-81	Lab Users' Average Percentile	1980 AISD Average Percentile	Lab Users' Change	AISD Average Change
7	52	52	+2	+7
8	48	53	+6	+7
9	(Different test each year; no comparisons made)			
10	34	34	0	+5
11	34	39	-2	-2
12	50	44	-6	-2

Figure 7. COMPARISON OF LANGUAGE SCORES FOR COMPOSITION LAB USERS AND ALL AISD STUDENTS. ITBS Language Total, grades 7 and 8; STEP English Expression, grades 10, 11, 12. AISD average percentiles and average changes are for all students tested in both 1980 and 1981.

WHAT PERCENTAGE OF ELIGIBLE STUDENTS WERE SERVED BY THE TBE COMPONENT?

Two bilingual TBE teachers were funded by SCE to provide four **hours of** instruction daily to TBE students at Pearce Junior High School. These teachers provided instructional services to 40 of 43 TBE-eligible students at Pearce. The TBE teachers served 93% of the eligible LEP students.

WERE PLANNING ACTIVITIES DOCUMENTED BY THE SCE PLANNERS AND THE SCE PLANNING ASSISTANT?

The two planners and the planning assistant submitted logs documenting their activities from November, 1980 through April, 1981. Their major activities are described in Figure 8.

Activities of Planner 1:

- Developed and wrote the ESAA application.
- Supervised the operation of the ESAA out-of-cycle component (Instructional Materials).
- Coordinated the Title I Happy Talk Program.
- Assisted on the ESAA Interim Report.
- Assisted with ESAA Management Component.

Activities of Planner 2:

- Set up and implemented tutorial programs at Blackshear and Bryker Woods Elementary Schools.
- Wrote four components for the 1981-82 ESAA application and worked on revised proposal, including an additional community involvement component.
- Assisted with the SCE program in teacher workshops, setting up budgets, providing information on SCE guidelines, and funding.
- Assisted with SCE planning for 1981-82.
- Worked with the Junior League to develop volunteer placements in the schools.
- Coordinated all activities for the At-Home Program.
- Served on the Parent Task Force for Desegregation.
- Developed a community involvement model for use by the District.
- Assisted in the desegregation effort with cooperative planning with PTA, Austin Alliance for a Smooth Transition, and National Hispanic Institute.
- Assisted in the planning of Title I Parent Advisory Committee (PAC) meetings.
- Served as member of the Parent Involvement Council, designed to coordinate parent involvement efforts in the District.

Activities of Planning Assistant:

- Reviewed Federal Register, Education Daily, Report on Educational Research, and other publications for pertinent information, and disseminated that information throughout the District.
- Planned and set up staff development sessions on improving minority achievement, and did follow-up activities.
- Worked on portion of the Court Update on Desegregation.
- Did preparatory work for the monitoring visit on Title IX conducted by the Office for Civil Rights, escorted the monitor to various campuses, and did follow-up activities.
- Ordered and distributed publications concerning working with low SES children.
- Worked on Title I/Title I Migrant booklets and Rainbow Kit.

Figure 8. ACTIVITIES OF THE SCE PLANNING COMPONENT, 1980-81.

WHAT WERE THE ACTIVITIES OF THE SCE EVALUATION COMPONENT DURING 1980-81, AND WHAT PRODUCTS WERE DEVELOPED?

The major activities of the Evaluation Component between September 1, 1980 and June 30, 1981 were carrying out the evaluation activities contained in the evaluation design, coordinating the administration of the 1981 Texas Assessment of Basic Skills (TABS) in AISD, and preparing reports of the results of the TABS testing and of the SCE evaluation. A list of the major activities and the products developed is shown in Figure 9 below.

DATE	ACTIVITY	PRODUCT
Fall, 1980	Developing and finalizing the evaluation design.	State Compensatory Education 1980-81 Evaluation Design (Pub. No. 80.28).
Fall-Spring, 1980-81	Coordinating testing of AISD students in grades 3, 5, 9, and 10 with the 1981 Texas Assessment of Basic Skills (TABS). Acting as liaison between AISD and TEA.	Completion of TABS testing. Communication with TEA on suggested revisions of guidelines and procedures. Keeping Tabs on TABS newsletter (Pub. No. 80.62).
Spring, 1981	Preparation of TABS summary report.	Summary of Spring, 1981 Texas Assessment of Basic Skills (TABS) Results for AISD (Pub. No. 80.85).
Spring, 1981	Preparation of TABS technical report.	Spring, 1981 Texas Assessment of Basic Skills (TABS) Results Technical Report (Pub. No. 80.52).
Spring, 1981	Preparation of TABS appendix for Systemwide Evaluation technical report.	Appendix H of 1980-81 Systemwide Evaluation Final Technical Report (Pub. No. 80.39).
Spring, 1981	Preparation of SCE Final Report.	SCE Final Report (in 1980-81 Evaluation Findings, Pub. No. 80.32).
Spring, 1981	Preparation of SCE Final Technical Report.	State Compensatory Education 1980-81 Final Technical Report (Pub. No. 80.72).

Figure 9. STATE COMPENSATORY EDUCATION (SCE) EVALUATION ACTIVITIES IN 1980-81.

DID SCHOOL PERSONNEL FEEL THAT THE SCE PROGRAM PROVIDED SERVICES THAT WERE OTHERWISE UNAVAILABLE?

The majority (72%) of the 150 teachers responding to a survey about the services provided by the SCE program indicated that the services provided by the component in their school were otherwise unavailable. Four different groups of teachers were surveyed concerning four SCE components:

1. Elementary Instruction,
2. Elementary Guidance and Counseling,
3. Secondary Composition Labs, and
4. Transitional Bilingual Education (TBE) classes.

Each teacher was asked to respond, using a five-point response scale with response choices ranging from completely true (5) to completely false (1), to the statement: "The (name of component) provided students in this school with (type of) services that were otherwise unavailable." The responses of each group of teachers on the five-point scale are shown in Figure 10.

	5 Completely True		4 Mostly True		3 Partly True, Partly False,		2 Mostly False		1 Completely False	
Component	#	%	# #	%	#	%	#	%	#	%
1	18	41%	15	34%	7	16%	2	5%	2	5%
2	28	53%	17	32%	4	8%	1	2%	3	6%
3	6	23%	14	54%	6	23%	0	0%	0	0%
4	4	36%	6	55%	1	9%	0	0%	0	0%

Figure 10. NUMBER AND PERCENT OF RESPONSES BY TEACHERS ABOUT SERVICES PROVIDED BY SCE COMPONENTS IN 1980-81.

DID STUDENTS SERVED BY THE SCE PROGRAM DURING 1980-81 REALIZE ACHIEVEMENT GAINS?

This question is pertinent to four SCE components and will be discussed by component below.

ELEMENTARY INSTRUCTION

A comparison group of non-SCE students in grades 2-6 who were eligible by SCE criteria but attended non-Title I and non-SCE schools was compared to the group of SCE students served by the SCE teachers. The comparison group of non-SCE students made significantly greater gains in reading and mathematics on the Iowa Tests of Basic Skills (ITBS) than the students served by SCE teachers, except in reading at grade 5.

ELEMENTARY GUIDANCE AND COUNSELING

A comparison group of students in kindergarten and grades 2-6 who were served by an SCE or Title I teacher but were not counseled by an SCE counselor was compared to a group of students who were likewise served but were counseled. At the kindergarten level, the students who were not counseled performed significantly better on the Boehm Test of Basic Concepts than the students who were counseled.

At grades 2-6, there were no statistically significant differences in the mathematics performance of students who were counseled and that of students who were not counseled, as measured by the ITBS. However, in reading, students in grades 2 and 3 who did not receive counseling services made significantly greater gains than the students served by SCE counselors. Only in grade 6 did students who were served by SCE counselors make significantly greater gains than the comparison group of students who were not counseled.

SECONDARY COMPOSITION LABS

Based on their performance on the Iowa Tests of Basic Skills (ITBS) in grades 7-8 and on the Sequential Tests of Educational Progress (STEP) in grades 9-12, students who were served by composition laboratory instructors did not make greater gains in the areas of reading and language than other students in AISD.

TRANSITIONAL BILINGUAL EDUCATION (TBE)

Using the Language Assessment Battery (LAB), a pre- to posttest comparison was made of the performance of students who were served by two bilingual teachers in grades 7 and 8 at Pearce Junior High School. Students were tested in both English and Spanish on the LAB in fall, 1980 and spring, 1981. Students made statistically significant raw score gains in both English and Spanish language proficiency. However, as compared to the norming group, the students served by the TBE teachers began and ended at the 1st percentile in English proficiency.

From these findings, it must be concluded that the 1980-81 SCE Program was ineffective in affecting the achievement of SCE students.

80.32
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Evaluation Design ABSTRACT

Title: EVALUATION DESIGN: 1980-81 State Compensatory Education

Contact Person: David Wilkinson, Glynn Ligon

No. Pages: 20

Content:

The evaluation design is a one-year plan of evaluation work for the project. The table of contents for this document includes:

I.	Evaluation Design Review Form	This chapter presents the names and/or signatures of persons (responsible for some aspect of the project's implementation) who have been provided relevant portions of the design for review and comment.
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V.	Dissemination	Here the evaluator specifies the medium by which information will be disseminated, the date of distribution, and the persons receiving the information.
VI.	Information Sources	The evaluator lists each information source and specifies the population from which information will be obtained. The date the information will be collected and the analysis techniques are listed as well.

VII.	Data to be Collected in the Schools	This is a timeline for the collection of data in the schools.
VIII.	Evaluation Time Resources Allocation Summary	This chapter summarizes all the evaluation work estimates (in person-days) by position, for each aspect of the evaluation.

Evaluation Design Summary:

Evaluation of the 1980-81 SCE program involved four major activities:

a) The production of a final report and a technical report which present information and documentation relevant to the decision questions outlined in this document.

b) Participation with other SCE staff in the preparation of an annual report to TEA which describes activities and costs of the 1980-81 SCE program.

c) Acting as a liaison to TEA staff in the testing of AISD third, fifth, ninth, and tenth graders with the Texas Assessment of Basic Skills (TABS). Organizing local administration of the TABS.

d) Production of a summary and a technical report presenting the results of the spring, 1981 Texas Assessment of Basic Skills (TABS) for AISD.

Scope of Design:

5 Decision questions
18 Evaluation questions
7 Information needs questions

Evaluation Resources Required (in person-days):

9	Director
18	Senior Evaluator
211.5	Evaluator
131	Data Analyst
92	Secretary

80.32
(80.52)

Technical Report ABSTRACT

Title: TECHNICAL REPORT: Texas Assessment of Basic Skills **(TABS)** Results--Spring, 1981

Contact Person: David Wilkinson, Glynn Ligon, Freda Holley

No. Pages: 192

Summary:

This is the accompanying document to the Summary of Spring, 1981 Texas Assessment of Basic Skills (TABS) Results for AISD. Besides the narrative summary, it contains school and district summary reports of the 1981 TABS results.

The Technical Report includes five appendices. Four of the appendices contain a summary report of different aspects of the test results. The fifth appendix contains a document used to transmit interpretive information about individual student results to parents.

This report includes the following appendices:

Appendix A	Summary Report - District
Appendix B	Subject Area Performance Summary - Schools and District - All Students
Appendix C	Summary Report - Schools
Appendix D	Demographic Summary - Schools and District - All Students
Appendix E	Test Report Folder

Information on the testing procedures can be found in the TABS newsletter, Keeping Tabs on TABS (Publication Number 80.62), and in Appendix H of the Final Technical Report: Systemwide Evaluation (Publication Number 80.39). Additional information about the test results can also be found in this appendix.

80.32
(80.62)

Newsletter

ABSTRACT

Title: Keeping Tabs on TABS

Contact Persons: David Wilkinson, Glynn Ligon

No. Pages: 12

Summary:

This is a periodic newsletter sent to building test coordinators and principals. Issues of the newsletter provide information related to the administration of the Texas Assessment of Basic Skills (TABS) in AISD.

Five issues of the newsletter were produced in 1980-81.

80.32
(80.72)

Technical Report ABSTRACT

Title: FINAL TECHNICAL REPORT: 1980-81 State Compensatory **Education**

Contact Persons: David Wilkinson, Glynn Ligon

No. Pages: 122

Summary:

This is the accompanying document to the State Compensatory Education 1980-81 Final Report included in this volume.

The Technical Report consists of nine appendices. Each appendix reports the information collected by a specific collection measure.

Each appendix contains:

- An instrument description
- Purpose of the measure
- Procedures used to collect the data
- Summary of results
- Tables and figures presenting the data

This report contains the following appendices:

Appendix A	Teacher Service Report
Appendix B	Counselor Service Report
Appendix C	SCE Questionnaire
Appendix D	Writing Composition Laboratory Records
Appendix E	Planner Logs
Appendix F	Language Assessment Battery (LAB)
Appendix G	Iowa Tests of Basic Skills (ITBS)
Appendix H	Sequential Tests of Educational Progress (STEP)
Appendix I	Boehm Test of Basic Concepts

Information in these appendices is summarized in the Final Report for this project.

80.32
(80.85)

Summary

ABSTRACT

Title: Summary of Spring, 1981 Texas Assessment of Basic Skills (TABS) Results for AISD

Contact Persons: David Wilkinson, Glynn Ligon, Freda Holley

No. Pages: 22

Summary:

This report presents a summary of the AISD results for the 1981 TABS testing. All third, fifth, and ninth graders in AISD were tested in the areas of mathematics, reading, and writing. Some tenth graders who had not previously demonstrated mastery of the TABS objectives also took one or more of the area tests. Topics covered in the summary include:

- AISD results on 1981 TABS
- Comparison of AISD results on 1980 TABS and 1981 TABS
- AISD attainment of state minimum competency requirements in 1981; comparison with 1980
- Use of TABS results; problems with TABS results
- Other questions about TABS still to be answered

Information on testing procedures can be found in Appendix H of Final Technical Report: Systemwide Evaluation (Publication Number 80.39). Additional information about results can also be found in the appendix and in Technical Report: Texas Assessment of Basic Skills (TABS) Results--Spring, 1981 (Publication Number 80.52).

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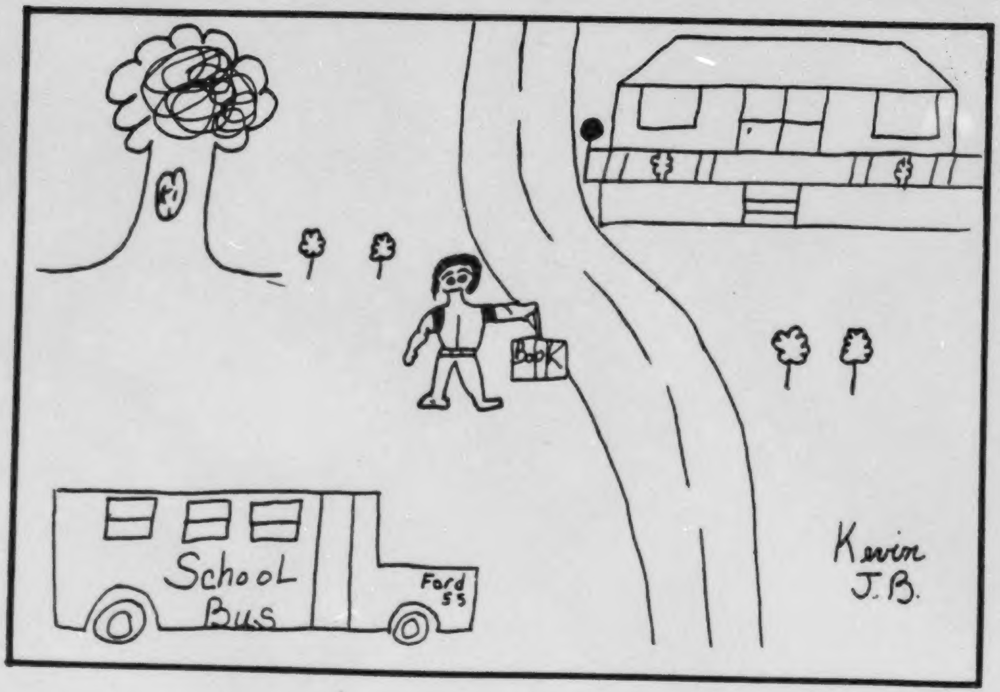
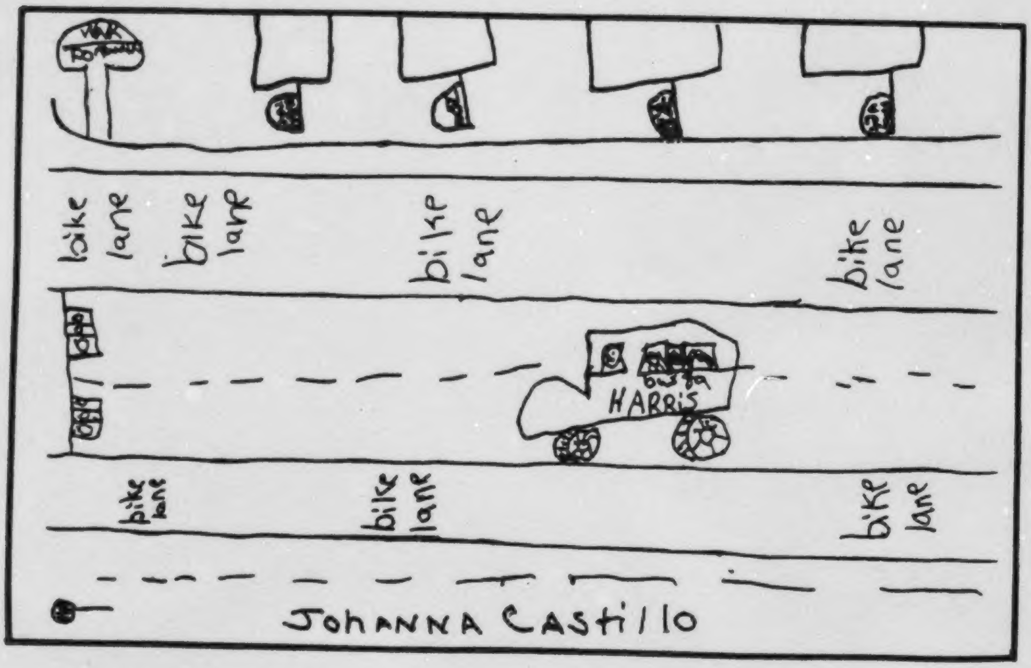

Book
School Bus
Ford 55
Kevin J.B.

Kevin Brown
Harris
Grade 6

Other O.R.E. Publications

The Bus


bike lane
bike lane
bike lane
bike lane
HARRIS
bike lane
bike lane
bike lane
JOHANNA CASTILLO

Johanna
Castillo
Harris
Grade 4

80.32
(80.05)

Final Report

ABSTRACT

Title: FINAL REPORT: 1979-80 ESAA Basic: Community Center

Contact Person: Freda Holley, Glynn Ligon

No. Pages: 17

Summary:

The ESAA Basic Community Center Program involved the establishment of two community centers in neighborhoods with a high percentage of minority students and court-ordered busing. Parents and students in grades kindergarten through 12 were eligible for services. Tutoring was one primary service.

The limited evaluation focused on achievement, attitude toward school, and parent and student participation.

- Participants in the community center activities did not show greater gains in reading achievement than a control group. No significant gains in math achievement were found.
- The posttest Quality of School Life (QSL) scores of community center students were significantly higher than the pretest QSL scores of a comparison group, 1979 Summer Enrichment Program students.
- Only five or six parents had participated in center activities by the time posttests for achievement were given.
- The objective that 20% of the students initially visiting would complete ten or more content area sessions was met. The majority of the tutorial sessions were conducted with a small percentage of students. One center delivered more services to students than the other.

80.32
(80.06)

Interim Report ABSTRACT

Title: INTERIM EVALUATION REPORT: Coordinated Nutrition Instructional Models Project

Contact Person: David Welsh, Glynn Ligon

No. Pages: 22

Summary:

This report summarizes data collected during the 1979-80 Coordinated Nutrition Instructional Models Project. The project's goal was to "develop instructional models for parents, teachers, students, food service and other school personnel." The intended result of these models was "to help students develop those nutrition practices which are expected to lead to satisfactory patterns of growth and development." This result was to be achieved by offering a nutrition education unit, alternative lunches, and a "Nutritious Nibbles" snack table in the school cafeteria. The program was implemented in one AISD elementary school.

The major findings were:

1. Students at the program school had, in general, more positive feelings about school lunches than did students at the comparison school.
2. Students at the program school had less observed plate waste than did students at the comparison school.
3. The nutrition videotapes had no discernible effect on students' knowledge of nutrition, nor did they have any effect on students' feelings about school lunches or new food in general.

These statements, however, must remain tentative. Problems with the timing of program implementation preclude any conclusive statements about the program's overall impact. Nonetheless, the existing evidence definitely suggests that the benefits of this type of nutrition program should be explored further.

80.32
(80.07)

Final Report

ABSTRACT

Title: FINAL REPORT: Project EXCEL

Contact Person: Glynn Ligon, Freda Holley

No. Pages: 27

Summary:

Project EXCEL is a Title IVC project based on Reverend Jesse Jackson's model for increasing students' ability to achieve individual excellence. The approach involves:

- increasing students' interest in achievement via intrinsic and extrinsic reward:
- increasing student pride in achievement;
- providing necessary adult support for successful achievement.

The pilot project operated with 600 students in the seventh and eighth grades at Martin and Allan Junior High Schools and in the ninth grade at Johnston High School during 1979-80. The evaluation focused on the relative effectiveness of the EXCEL model in facilitating minority student achievement and social adjustment.

The evaluation showed mixed results. The project met one of its three staff training objectives, two of three parent participation objectives, neither of the two student achievement objectives, and one of two (with a third met at some grades at some schools) school objectives.

80.32
(80.11)

Newsletter

ABSTRACT

Title: 1980-81 Feedback Volume IV

Contact Persons: Elaine Jackson, Freda Holley, Nancy Baenen

No. Pages: 6

Summary:

This is a periodic newsletter of the Office of Research and Evaluation used to disseminate important research findings to District personnel.

Three issues were published this year.

Issue		Distribution
1	Answers from Teachers (Results of the 1979-80 teacher survey)	Professional & Administrative Staff
2	Reading Instruction in Grades K-3: Results of a Teacher Interview	Elementary Teachers, Administrative Staff
3	Evaluation Highlights, 1980-81	Professional & Administrative Staff

80.32
(80.18)

Miscellaneous Document ABSTRACT

Title: ORE Orientation Manual for Classified Personnel

Contact Person: Patsy Totusek

No. Pages: 63

Summary:

This document summarizes some of the things a new ORE employee needs to know about office, district, and school procedures. The manual contains the following 11 chapters:

I. Personnel
II. Places to Know
III. Office Survival Tips
IV. Telephone Procedures
V. Accessing Student Information
VI. Annual Reports
VII. Chartpak/Clip Art
VIII. Travel
IX. Behavior in Schools
X. ORE Glossary
XI. ORE and District Organization

80.32
(80.19)

Technical Report

ABSTRACT

Title: TECHNICAL REPORT: 1979-80 ESAA Basic Summer School

Contact Person: Freda Holley

No. of Pages: 34

Summary:

The ESAA Basic Summer Enrichment Program was a cooperative program of the Austin Independent School District's Department of Secondary Education and the Region XIII Education Service Center. The purpose of the program was to provide seventh- and eighth-grade retainees with a successful school experience and to improve significantly their academic and decision-making skills.

The evaluation of this program included analyses of achievement tests, writing samples, and decision-making measures.

Achievement test results revealed eighth graders improved significantly on all three tests monitored: Math Concepts, Math Computation, and Reading Comprehension. Seventh graders showed significant improvement only on the Math Computation subtest. The objective that 60% of the participating students would show positive pre- to posttest gains was met only on the Math Computation subtest.

The objective that 60% of the program students would improve in writing ability was met based on the writing sample analyses. Also, a significant pre- to posttest gain occurred in writing ability.

Decision-making skills analyses revealed no significant gains in these skills. The objective that 60% of the Summer Enrichment Program students would improve in decision-making skills was not met.

80.32
(30.42)

ABSTRACT

Technical Report

Title: FINAL TECHNICAL REPORT: Direct Instruction Program

Contact Person: Abraham Nelson, Glynn Ligon

No. Pages: 59

Summary:

In 1978, the Junior High School Curriculum Council established the Direct Instruction in Reading and Language Arts Program. This program was designed to address two of the District's priorities:

- To improve the basic skills of students in Reading.
- To improve the achievement of low socioeconomic status and minority students.

To examine whether or not the program was successful in raising the achievement scores of students in the program, district achievement data on the Iowa Tests of Basic Skills and the Sequential Tests of Educational Progress were considered.

This report presents the results of comparing the reading achievement scores of junior high students in the Direct Instruction Program with those of students of similar entry level scores who were not in the program. To assess the long-term impact of the Direct Instruction Program, a comparison of achievement scores of ninth and tenth graders who were in the Direction Instruction Program in 1978-79 and 1979-80 and of students who had similar achievement scores in 1978-79 and 1979-80 respectively are reported. Comparisons showed no significant program effect on achievement.

80.32
(80.44)

Occasional Paper

ABSTRACT

Title: A Research Summary: The Effects of Grade Retention on Elementary Students

Contact Persons: Nancy Baenen, Elaine Jackson, Freda Holley

No. Pages: 7

Summary:

This short research summary was prepared for the AISD committee which revised the District's retention and promotion policy for elementary students.

The research completed thus far is not conclusive about whether it is better to promote or retain students who are achieving below expectations. There seem to be more studies at present which support the view that grade retention is not more beneficial than grade promotion for students with serious academic problems. Many studies have found that some students benefit, some stay the same, and some suffer from being retained compared to those who are promoted. Most of the research available, however, has serious methodological problems that make any conclusions drawn tentative at best.

Research that supports promoting low-achieving students has found that students who are retained do no better in terms of achievement than those who are promoted, and sometimes do worse. Some data also suggest that retaining students may be harmful to their self-concepts and attitudes toward school; students may feel isolated from age-mates and friends, feel like failures, be criticized by family members, and start to resent school. One study found that fear of retention did not serve to motivate students towards better performance compared to a social promotion policy. Finally, another study found that retention actually did not appear to result in a narrower range of ability levels in the classroom.

Other research has found results which support retention policies. Achievement gains have been found for students who are retained. The argument has also been made that students avoid increasing feelings of frustration caused by being passed from year to year without an understanding of the material. In terms of self-concept, some studies have found that students' self-concepts improve after being retained; the students feel less frustrated, and have more potential for success. Many teachers feel the range of ability levels which they have to deal with is more manageable when the lowest achievers are retained. One district which enforces strict policies regarding when a student is promoted and retained reports achievement gains by retained students, declining retention rates, and satisfaction on the part of students, teachers, parents, and the community as a whole.

80.32
(80.45)

Miscellaneous Document ABSTRACT

Title: The Executive Summary of the Conference on Longitudinal Evaluation of Bilingual Programs

Contact Person: Freda Holley, Nancy Baenen

No. Pages: 86

Summary:

This report summarizes the information and findings concerning bilingual education shared at the Conference of the Longitudinal Evaluation of Bilingual Programs. This conference was held in Austin during August of 1980, and included representatives from across the U. S. and Canada. The key objectives of the conference were to:

1) discuss methodological issues on longitudinal studies of bilingual programs;

2) discuss specific interest areas and current research and evaluation findings in areas such as parent involvement, teacher competencies, affective and achievement outcomes, etc.;

3) present the results of a five-year longitudinal study of the bilingual programs in the Austin Independent School District.

This report includes brief summaries of all the papers presented at the conference plus available summaries for discussion sessions. Major financial and/or organizational help were provided by the National Institute of Education, the Education Service Center Region XIII's Dissemination and Assessment Center for Bilingual Education, the Austin Independent School District's Office of Research and Evaluation, and the Texas Education Agency.

80.32
(80.46)

Miscellaneous Document ABSTRACT

Title: Manual for the Pupil Activities Record for Principals 1 (PAR-P_1)

Contact Person: David Doss, Elaine Jackson

No. Pages: 10

Summary:

The PAR-P, a systematic observation instrument, was designed to provide structure to principals' classroom observations. It is meant to orient the principal toward considering how time is used in the classroom, particularly in relation to the balance among instructional areas. It will not provide actual comparative results unless a large number of observations are made, and comparisons among teachers would be highly questionable. Two forms have been developed, the PAR-P_1, and a simple version, the PAR-P2.

This document provides the information listed below for the PAR-P1.

a. A description of the instrument.
b. General procedures to follow in using the PAR-P_1.
c. Specific definitions and instructions.
d. Copies of the form.
e. A discussion of potential problem areas.

319

80.32
(80.47)

Miscellaneous Document ABSTRACT

Title: Manual for the Pupil Activities Record for Principals 2 (PAR-P_2)

Contact Person: David Doss, Elaine Jackson

No. Pages: 8

Summary:

The PAR-P, a systematic observation instrument, was designed to provide structure to principals' classroom observations. It is meant to orient the principal toward considering how time is used in the classroom, particularly in relation to the balance among instructional areas. It will not provide actual comparative results unless a large number of observations are made, and comparisons among teachers would be highly questionable. Two forms have been developed, the PAR-P_1, and a simple version, the PAR-P_2.

This document provides the information listed below for the PAR-P_2.

a. A description of the instrument.
b. General procedures to follow in using the PAR-P_2.
c. Specific definitions and instructions.
d. Copies of the form.
e. A discussion of potential problem areas.

80.32
(80.48)

Ad Hoc Study

ABSTRACT

Title: Policy and Procedures Manual - Minimum Competencies for High School Graduation

Contact Person: Glynn Ligon, Kevin Matter, Nancy Lanier

No. Pages: 39

Content:

The manual outlines the policies and procedures used in carrying out the AISD Minimum Competency Testing Program. The table of contents for this document includes:

I.	Policy	This chapter provides the current minimum competency graduation requirements.
II.	Interpretation . Exemptions . Testing Special Education Students . Letter of Notification . Letter of Waiver . 8.5 and 9.0 Criterion Levels	This chapter outlines the exemptions, options, and criterion levels associated with the minimum competency requirement.
III.	Criteria	This chapter provides, in table form, the criteria for meeting competency at the 8.5 and 9.0 levels.

IV.	Testing
	. Systemwide Testing
	. Special Sessions
	  . Who May Attend
	  . School Preparations
	    . Scheduling
	    . Who Will Be Tested
	    . Confirmation
	    . Testing Materials
	    . Registration Forms
	    . Preslugged Answer Sheets
	    . Testing Location
	    . School Monitors
	. Tutorial Testing
	  . Students Required to Take a Tutorial Course
	  . Final Exam
	  . School Preparations
		This chapter describes the opportunities to meet the competency requirements, and procedures for identifying and registering students for competency testing.

80.32
(80.48)

V. Reports
. Registration Forms
. Report A - Student Competency Report (Schoolwide)
  . Copies
  . Discrepancy Forms
. Differentiated Report A
. Gummed Labels
  . Correction Labels
. Skill Area Analyses
. SGR History File (On-Line)
. History Compile
	This chapter describes the reports that are provided to the **schools.**

Appendix A: Letter of Notification Formats

Appendix B: Letter of Waiver Formats

80.32
(80.49)

Occasional Paper ABSTRACT

Title: How Competent is Competent?
Does the State or Local District Know Best?

Contact Person: Nancy R. Baenen, Jonathan J. Curtis, M. Kevin Matter

No. Pages: 12

Summary:

During the spring of 1980, Texas tested all of its ninth graders for the first time as part of a legislatively mandated competency program. This forced all Texas districts which already had established programs to decide whether to drop, modify, or retain them. The political, economic, and practical information which was important within the Austin Independent School District in making this decision is presented, along with a comparison of the students considered competent under both systems. Austin's decision is presented, which involved raising the state standard and incorporating the TABS test into AISD's own system. The implications of this decision are also examined.

Comments:

This paper was presented at the 1981 annual meeting of the American Educational Research Association in Los Angeles, California.

80.32
(80.50)

Occasional Paper ABSTRACT

Title: Equating Studies: A Manual of Issues, Options, and Decisions for Public School Evaluators

Contact Person: Karen Carsrud, Glynn Ligon

No. Pages: 10

Summary:

This paper focuses on four equating-type studies and three types of equating procedures. Four studies are discussed: (1) equating the Iowa Tests of Basic Skills-1978 (levels 7-14) and the California Achievement Test-1970 (levels 1-4); (2) choosing a cutoff score on the Comprehensive English Language Test that is equivalent to an existing cutoff on the Bilingual Syntax Measure; (3) determining scores on forms A and B of the Sequential Tests of Educational Progress that are equivalent to the state compensatory standards on the 1980 Texas Assessment of Basic Skills; and, (4) determining the Texas Assessment of Basic Skills score equivalent to AISD 1980 graduation requirements based on the Sequential Tests of Educational Progress.

One type of equating procedure discussed is choosing a cutoff score on a new instrument that is equivalent to an existing cutoff on another instrument. The other two types of equating procedures dealt with equating scores along the full range of scores on X and Y. Each of the three procedures had different considerations and suggestive steps for the evaluator to consider and to decide upon.

Comments:

This paper was presented at the 1981 annual meeting of the American Educational Research Association in Los Angeles.

80.32
(80.51)

Occasional Paper

ABSTRACT

Title: The J. R. Syndrome: Administrator Bias in Teacher Evaluation

Contact Person: Catherine Christner

No. Pages: 34

Summary:

Possible biases may exist in school administrators' evaluations of teachers. Since 1977-78, ratings given teachers on the District's teacher evaluation form have been analyzed across a number of different variables including instructional level and various demographic characteristics of the evaluatee (e.g., sex). Even with the implementation of a new competency-based teacher evaluation form in 1978-79, analyses of ratings across these variable generally still revealed the same trends, (e.g., females were rated higher than males). Discussion of the results is presented as is the need to consider these possible rating biases in the development, implementation, or use of a teacher evaluation system.

Comments:

This paper was presented at the 1981 annual meeting of the American Education Association in Los Angeles, California.

80.32
(80.33)

Occasional Paper

ABSTRACT

Title: Will Removing a Few Bad Apples Save the Barrel?

Contact Person: David A. Doss

No. Pages: 19

Summary:

For many reasons, students do not always perform on tests in ways that are congruent with their true abilities or achievement levels. Problems of this sort may be especially common in Title I evaluations where the tests administered are too difficult for a large percentage of the students.

Such considerations raise the questions of whether anything can be done to identify and remove scores which appear to be "invalid" so that some meaning can be gleaned from the evaluation.

This study investigated the effects of using the Rasch person-fit statistic to remove students with possibly invalid scores from a Title I Model C analysis. First a Model C analysis was computed using all students. Then those students with a reading subtest fit statistic in the top 10% district-wide were removed and the Model C analysis was redone. Then students with scores in the top 20% and the top 30% were removed. The results showed that removing some students produced a modest change in the evaluation outcome and that removing more students did not lead to significantly more change. The results support the value of using the Rasch person-fit statistic to identify students who do not fit the model. The consistent reduction of the standard error of estimate as more students were removed seems to indicate that the procedure identifies the "right" students.

Comments:

This paper was presented at the 1981 Annual Meeting of the American Educational Research Association in Los Angeles, California.

80.32
(80.54)

Occasional Paper

ABSTRACT

Title: Evaluating Teacher Competence: Five Years of Trial and Effort

Contact Person: Freda Holley

No. Pages: 12

Summary:

Current interest in the assessment of teacher competency is high, but few instances of working models of assessment are available for examination. This paper details three different types of assessment that were developed and implemented in conjunction with a school district ESEA Title VII Bilingual Program. Traditional workshop evaluation formats were redesigned to focus on staff development objectives and outcomes; pre- and postteacher testing was implemented; and district teacher evaluation ratings were computerized in order to compare bilingual teacher competencies across such variables as program role, years in the program, and contract status. Each method has advantages and disadvantages.

Comments:

This paper was presented at the 1981 annual meeting of the American Educational Research Association in Los Angeles, California.

357

80.32
(80.55)

Occasional Paper

ABSTRACT

Title: Research on Teacher Evaluation: Needs and Realities

Contact Person: Freda Holley

No. Pages: 19

Summary:

Several trends including publicity on teacher testing, findings from teacher effectiveness research, and teacher political group concern over equity in evaluation practice all converge toward an increase in research on teacher evaluation. This paper draws on the experience of a school evaluator with intimate involvement in designing and developing a new teacher evaluation system, data from that effort, teacher evaluation literature, and the analysis of teacher evaluation procedures and forms used in the nation's major school districts to set out in detail needs for research. A description of the realities of teacher evaluation practice serves to differentiate productive from nonutilizable research.

Comments:

This paper was presented at the 1981 annual meeting of the American Educational Research Association in Los Angeles, California.

80.32
(80.56)

Occasional Paper

ABSTRACT

Title: Promoting Evaluation Utilization: The True Confessions of a Workshop Planner

Contact Persons: Freda Holley, Patsy Totusek

No. Pages: 20

Summary:

Workshops or segments of workshops are prime methods for promoting evaluation utilization in the public schools. However, most evaluator training contains little or nothing that will prepare the evaluator for working with educators in such a setting. Thus, many evaluators are short on the knowledge and skills necessary for planning and giving presentations of this type. Both theoretical principles of workshop design and real examples of successful and unsuccessful workshops are presented in this paper. Agendas, activities, and materials are presented or described.

Comments:

This paper was presented at the 1981 annual meeting of the American Educational Research Association in Los Angeles, California.

80.32
(80.57)

Occasional Paper

ABSTRACT

Title: A Peek at Pre-K

Contact Person: Patsy Totusek, David Doss

No. Pages: 33

Summary:

An observation instrument was developed to use in comparing and evaluating two distinct curriculums used in local Title I and Title I Migrant prekindergarten classrooms. Due to the general nature of the observation categories, the observation instrument should be helpful in describing the implementation of a variety of early childhood programs. Its greatest potential may be for those who are interested in examining achievement gains in light of classroom practices.

Comments:

This paper was presented at the 1981 annual meeting of the American Educational Research Association in Los Angeles, California.

80.06
(80.58)

Occasional Paper

ABSTRACT

Title: Title I Parents as Compensatory Reading Instructors: Is There No Place Like Home?

Contact Person: David Doss, David Welsh, Patsy Totusek

No. Pages: 15

Summary:

The effects of a 10-week summer compensatory reading program, designed for use at home by Title I children and their parents, were examined. The effectiveness of the program was assessed by comparing project students with a control group of students matched on sex, ethnicity, grade level, and reading achievement. These two groups were compared in terms of both overall gains in reading achievement and improvements in specific reading subskills. Although no significant achievement effects were found, participating parents were extremely enthusiastic about the program.

Comments:

This paper was presented at the 1981 Annual Meeting of the American Educational Research Association in Los Angeles, California.

80.32
(80.66)

Occasional Paper

ABSTRACT

Title: How the Evaluation System Works: The State & Local Level

Contact Persons: Freda Holley

No. Pages: 36

Summary:

This paper was prepared for the Committee on Program Evaluation in Education for the National Research Council of the National Academy of Sciences and has now been included in the publication: Program Evaluation in Education: When? How? To What Ends? The paper details how the evaluation of federal programs is financed and conducted at the local and state level.

80.32
(80.86)

Technical Report ABSTRACT

Title: 1980-81 Overlap Study: Number of Students Served by Single And Multiple Compensatory Education Programs.

Contact Persons: Glynn Ligon, David Doss

No. Pages: 210

Summary:

This report summarizes the number of students served by one or more of these compensatory education programs.

ESEA Title I Regular
ESEA Title I Schoolwide Projects
ESEA Title I Migrant
Special Education
ESAA Basic--serving former Title I students
Direct Instruction
Color Sounds
State Compensatory Education--transitional bilingual education and reading instruction
English for Speakers of Other Languages
Local/State Bilingual Program

Tables summarize by grade and by school the number of students who are served by all possible combinations of these programs. This report is designed as a planning resource for the District.

80.32
(80.87)

Technical Report

ABSTRACT

Title: FINAL TECHNICAL REPORT: Colorsounds Reading Project

Contact Person: Abraham Nelson, Glynn Ligon

No. Pages: 46

Summary:

In 1980, the Colorsounds Reading Pilot Program, which was designed to be used in reading or language arts classes, was established. This program was implemented to address the following District priorities:

- To improve the basic skills of students in reading.
- To improve the achievement of law socioeconomic status and minority students.

District achievement data on the Iowa Tests of Basic Skills were used to examine whether or not the program was successful in raising the achievement scores of the students in the Colorsounds program. The 103 Colorsounds students were tau[illegible] by 7 teachers in 9 reading and 2 language arts classes at 3 junior h[illegible]h schools in AISD.

This report presents the results of the analysis of the comparison of the achievement scores of students in the Colorsounds program with the achievement scores of students with similar pretest scores in the regular reading program.

Comparisons showed no significant program effect on achievement.

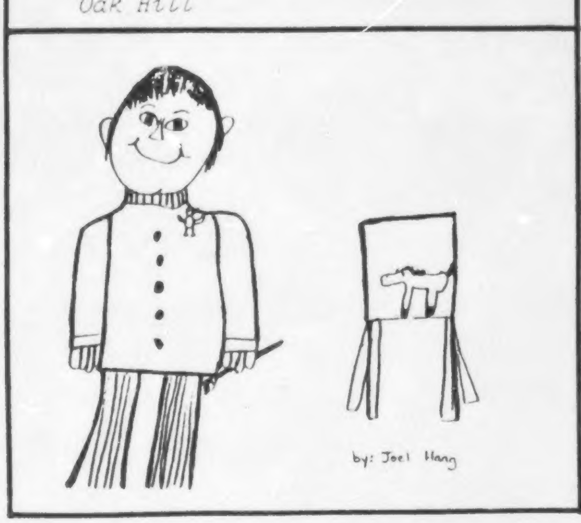
Research Projects

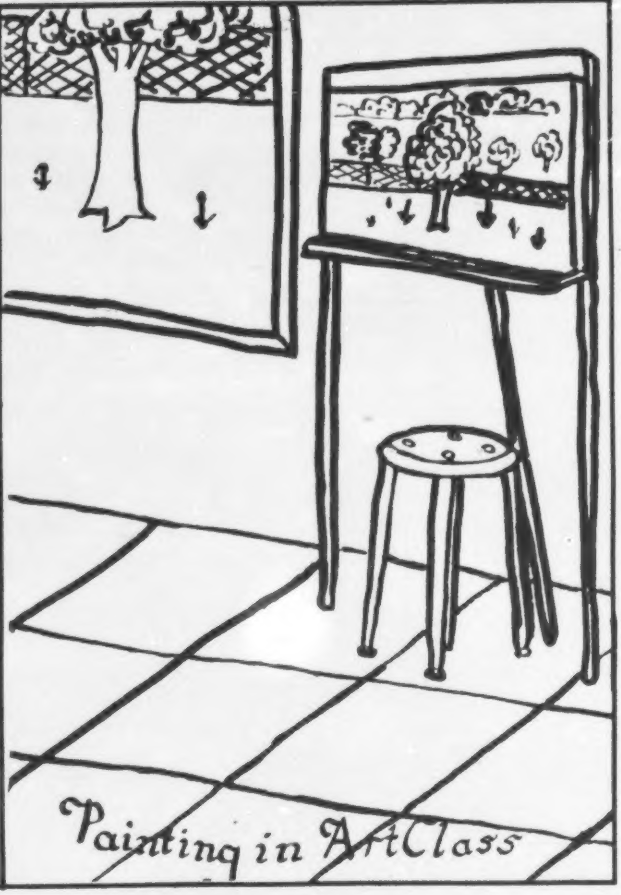
Kim Muise
Graham
Grade 6

Art

Nick Vo
Cunningham
Grade 6

Joel Haag
Oak Hill


by: Joel Haag


Painting in ArtClass

80.32

REPORT

Title: Research by External Agencies or Individuals in AISD

Contact Person: Freda Holley

For the third year, we are including in the Findings Volume the abstracts of research projects conducted by external agencies or individuals within the Austin Independent School District. Each of these researchers has had to go through a screening process in which AISD staff members from a variety of departments reviewed their proposals. This is to ensure that:

- The time and energies of AISD staff and students are protected.
- Only those projects meeting the criteria established by the District as conditions for participation in research are approved.
- High quality research that fits the needs and interests of the District is promoted.

The Office of Research and Evaluation is the official point of first contact for all proposals to do research in the District. Many of these initial contacts are by phone or personal visit. Discussions at that time often result in the immediate determination that proposals are not viable. For those projects which do appear to be feasible, the researcher is provided forms and instructions for a formal proposal. When the formal proposal is received, a three (or more) member administrative review committee is appointed. The Office of Research and Evaluaton makes a final decision on administrative approval or disapproval of the project based on the recommendations of the committee members. If approval is given, the Director works with the project director and appropriate AISD staff to select suitable schools and/or departments for the study. However, the principals on the selected campuses may decide that the research project would interfere with instructional efforts and disallow the project.

The researcher is required to provide an Abstract for this volume as well as two copies of any dissertation, publication, or other report issuing from the study. These are kept on file at the Office of Research and Evaluation. The Abstracts included in this section of the Findings Volume are entirely the work of the authors named without the review or endorsement of the Office of Research and Evaluation.

A total of 35 proposals were reviewed between June 15, 1980 and June 15, 1981. Of these, 18 were approved, 7 were disapproved, and 5 are still pending.

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
958.28	Toward a Food Curriculum: The Use of Multi-dimensional Scaling in Analyzing the Importance of Seventeen Selected Food Activities to Parents of Primary School Children in Texas	Mary Ellen Anderson Sponsor: Dr. Joan Gussow	Casis, Mathews, Barrington, Oak Springs	Yes
958.30	The Development and Testing of Methods for Infusing Energy Conservation Concepts into Industrial Education Electricity/Electronics Curricula	William H. Mast Sponsor: Ronald L. Foy	Crockett High	Yes
959.15	Effects of an Inservice Program on Teacher Planning and Student Achievement with Middle School Social Studies Teachers	Scottie Bass Sponsor: Dr. Gary McKenzie	Webb Sixth Grade Blanton Sixth Grade, Allan, Murchinson, Dobie, Martin, Burnet, O. Henry Jr. Highs	No
959.19	The Relationship Between Achievement Test Response Changes and Grade Level, Ethnicity, and Socioeconomic Status	M. Kevin Matter Sponsor: Dr. Edmund Emmer	Office of Research and Evaluation	No

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
959.20	Improving Management and Organizational Skills of Elementary Teachers (Classroom Management Improvement Study - CMIS)	Carolyn M. Evertson Edmund T. Emmer Sponsor: Not applicable University of Texas Faculty	Blackshear, Brooke, Casis, Dawson, Harris, Highland Park, Oak Springs, Pecan Springs, Sims, Sunset Valley, Zavala, Cook, and Wooldridge Elementary Schools.	No
959.22	The Relationship Between Children's Comprehension and Acceptability Judgments of Acitve and Passive Sentences	Kerry J. Washburn Sponsor: Dr. David T. Hakes	Pillow Elementary	No
959.30	The Development and Evaluation of Animated Films to Improve Listening Perception Skills in Junior High School Students	Hunter C. March Sponsor: Not applicable University of Texas Faculty	O'Henry, Pearce, Porter Junior Highs	No
959.31	The Impact of Presentation Style on Audience Reaction to a Program Evaluation Report	Heather Becker Sponsor: Dr. Karen Kirkhart	AISD Title I Teachers and Aides	Yes
959.36	A Case Study Examination of the Role of Oral Language in the Writing Processes of Kindergarteners	Anne Haas Dyson Sponsor: Dr. Julie M. Jensen	Linder Elementary	No

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
959.39	Improving the Management and Organizational Skills of Junior High School Teachers	Carolyn M. Evertson Edmund T. Emmer Sponsor: Not applicable	Burnet and Fulmore Junior Highs	No
960.01	Exploring the Relationship between Basal Reader Characteristics and Early Reading	Connie Juel Sponsor: Not applicable University of Texas Faculty	Travis Heights and Williams Elementaries	No
960.02	Evaluation of a Gifted and Talented Elementary Art Project	Robin R. Alexander Sponsor: Not applicable University of Texas Faculty	Campbell Elementary	No
960.07	A Study of the Relationships Among Response-produced Feedback in Family Interaction, Object Relations, and Impulsivity	Mark J. Wernick Sponsor: Dr. Frank Wicker	Anderson, Austin, Burnet, Crockett, Dobie, Fulmore, Johnston, LBJ, Lamar, Lanier, McCallum, O. Henry, Pearce, Porter, Reagan, and Travis Highs and Junior Highs and Read Elementary	No
960.08	Patterns of Number Development in Preschool Children	Robert G. Cooper, Jr. Belinda Blevins Robert Campbell Sponsor: None	Andrews, Pleasant Hill, and Ridgetop Elementaries	No
960 09	The Organizational Antecedents and Consequences of Role Stress among Teachers	Nina Gupta Sponsor: None	Martin, Murchison, and Pearce Junior Highs	No

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
960.12	A Study of the Effects of Vitamin C on Iron Absorption of Teenage Girls and the Relationship of this Factor to their Stamina	Stanley Shealy Sponsor: Judy Rose	Austin High	No
960.13	Spanish Speaking Parent Participation in School	Harriett Romo Sponsor: Dr. Aaron Cicourel	Allan, Allison, Becker, Brooke, Govalle, Sanchez, Elementaries	No
960.14	Labor Market Analysis and Human Resource Planning: Matching Training and Jobs	Robert Glover David O. Porter Sponsor: Not applicable University of Texas Faculty	Austin, Crockett, and Johnston Highs	No
960.16	Teacher Assertiveness Training for the Improvement of Classroom Management	Jo Webber Sponsor: Dr. James E. Gilliam	Gullett, Cunningham, Blanton, Barrington, Andrews, Pecan Springs, Oak Springs, Zilker, Dawson, Rosedale Elementaries	No
960.17	Description of a High School English as a Second Language Program for Recent Immigrant Students	Karen D. Powers Sponsor: Dr. Elaine Horwitz	Travis High	Yes
960.18	Stress and Coping: A Comparison of Coping Efficacy Between Secondary School Students	David C. Duty Sponsors: Dr. G. Hansen Dr. F. Richardson	O. Henry Junior High, Johnston High	No

AUSTIN INDEPENDENT SCHOOL DISTRICT

Office of Research and Evaluation

ROSTER OF RESEARCH PROJECTS BY EXTERNAL RESEARCHERS

Project Number	Title of Research Project	Project Director Sponsor	Schools Where Being Conducted	Full Report on File
960.19	Basic Skills in Secondary Education	Nina Selz Sponsor: None	Office of Research and Evaluation	No
960.20	Consumer Education for Texas Industrial Arts	G. E. Baker Sponsor: Texas Education Agency Coordinating Unit	Bedichek, Martin Junior Highs	No
960.22	Computational Errors of Seventh and Eighth Grade Students	Carolyn L. Pinchback Sponsor: Not applicable AISD Faculty	Dobie Junior High	No
960.23	Junior High School Classroom Management Improvement Study (JMIS)	Edmund T. Emmer Sponsor: Not applicable University of Texas Faculty	Bedichek, Burnet, Dobie, Fulmore, Lamar, Martin, Murchison, O. Henry, Pearce, Porter Junior Highs	No

TOWARD A FOOD CURRICULUM: THE USE OF A PAIRED-COMPARISON TEST IN DISCOVERING THE RELATIVE IMPORTANCE OF SELECTED FOOD ACTIVITIES TO PARENTS OF ELEMENTARY SCHOOL CHILDREN.

Abstract

Mary Ellen Anderson, Ed.D.

Participating Schools: Casis Elementary, Mathews Elementary, Oak Springs Elementary, St. Martin's Lutheran Day School.

Description of Study: Parents of first and third-grade children were tested with a paired-photograph comparison test used initially in Hawaii. The total group of 102 parents was divided into subsets according to the gender and grade of their child, parental employment status, number of parents residing with the child, receipt of a free lunch, type of school, and ethnic heritage. Parental judgments were tallied and an ordinal scale of importance constructed for each subset, and for the total group. Spearman's rank-order correlation coefficient was used to test the differences between groups for significance. A multidimensional scaling technique, ALSCAL, was employed to visualize the distances between subsets and the total group's judgments.

Description of Results: From these data it was ascertained that these Texas parents consider learning to grow food and knowing how to prepare a simple breakfast as the two most important food activities for their children. Despite geographical differences, Texas and Hawaiian parents were in virtual agreement regarding the order of importance of the 17 food activities pictured on the test cards. Within the Texas sample it was found that the employment status, number of parents residing with the child, or the receipt of a free school lunch have little effect on parental judgments of food activities. Mexican-American parents are similar to Anglo-Americans in their judgments; however, Black-American parents differ significantly from Anglo-Americans in their choices. Significant differences were determined in the judgments of parents of sons when compared with those of parents of daughters. Parents of first-grade children differed significantly from parents of third-grade students in their choices of important food activities for their children.

Implications of Results: This study indicates that the relative importance which parents ascribe to food-related activities for their children to learn can be measured, and that a paired-comparison test could be a useful tool to employ in the design of a food curriculum planned to support and extend the initial food experiences of children in their homes.

Implications for AISD: The acquisition of food and nutrition knowledge has not, so far, been given the value placed on the traditional "basics" of education. It is a strange irony that the ability of humans to survive over long periods of time may depend more upon their learning to eat properly than upon their reading or mathematics skills. Perhaps the dual threats of food and energy shortages combined with the momentum of world population increases will motivate educators to adjust their traditional emphases to include a well-designed food curriculum.

80.32 958.30

THE DEVELOPMENT AND TESTING OF METHODS FOR INFUSING ENERGY CONSERVATION CONCEPTS INTO INDUSTRIAL EDUCATION ELECTRICITY/ELECTRONICS CURRICULA

Abstract

William H. Mast

Two primary objectives of this research were to develop a methodology for infusing energy related material, including energy conservation concepts, into industrial education electricity/electronics curricula, and to investigate the learning relationship by exposing experimental groups of students to a revised curriculum containing the energy related material, and comparing the results with control groups not receiving the treatment. Industrial education is a broad term that includes a general education segment of industrial arts and a vocational segment composed of vocational-industrial and technical education. In order to adapt to the philosophy and objectives of each segment of industrial education, the methodology provided for student exposure to instruction that included the application of electronic circuits to energy conservation. A number of unique circuits were developed to support the process. The circuits were expected to provide an educational environment conducive to learning about electronics, support theoretical concepts, and provide a vehicle for infusing energy related material into the curriculum.

A 25 item multiple-choice energy assessment instrument and a 20 item multiple-choice electronics assessment were developed. These instruments were administered as pretests and after a six week instructional period, they were administered as posttests.

The experimental research was conducted with a sample of 53 industrial arts students enrolled in an entry level course, General Electricity at Crockett High School, Austin, Texas, and with a sample of 70 vocational students enrolled in an entry level course, Basic Electronics I, at the Institute of Electronic Science, Bryan, Texas. The research design provided for a pretest-posttest control group application. The industrial arts students were computer assigned to one of three sections, and by random selection, one section containing 18 students was designated as the experimental group. The vocational students were randomly assigned to one of four sections, and by random selection, one section containing 17 students was designated as the experimental group. The instruction provided the experimental group of vocational students was identical to that provided the control groups of vocational students with the exception that the experimental group was exposed to the energy-related material and energy conservation circuits (problem solving circuits) during a portion of an individual group three hour laboratory session each week. The instruction provided the experimental group of industrial arts

students was identical to that provided the control groups of industrial arts students with the exception that the experimental group was exposed to the energy-related material and energy conservation circuits as an integral component of their daily instruction.

A gain score analysis in a one way analysis of variance was used to test for significant differences in mean gain scores at the .05 level of significance. Duncan's Multiple Range Test for Variable Gain was used to test the differences in mean gain scores.

The statistical results from an analysis of the energy assessment data led to the conclusion that the energy related instruction and methodology was equally effective with industrial arts students and vocational students and that this instruction made a significant difference in the knowledge of energy and energy conservation between students who received the instruction and those who did not receive it.

The statistical results from an analysis of the electronics assessment data led to the conclusion that the energy related instruction and methodology had no significant effect on either the vocational students' knowledge of electronics, or the industrial arts students' knolwedge of electronics.

EFFECTS OF AN INSERVICE PROGRAM ON TEACHER PLANNING AND STUDENT ACHIEVEMENT WITH MIDDLE SCHOOL SOCIAL STUDIES TEACHERS

Scottie Bass, Ph. D.
The University of Texas at Austin, 1980

Participating Schools: Allan Jr. High, Burnet Jr. High, Dobie Jr. High, Murchison Jr. High, O.Henry Jr. High, Blanton Sixth Grade Center, Webb Sixth Grade Center

Description of Study: The purpose of the study was to evaluate the effectiveness of an inservice program to train middle school social studies teachers in four instructional strategies of direct instruction. The subjects in the study were twenty-five middle school social studies teachers from nine school districts who volunteered to participate in the inservice series conducted at the Education Service Center, Region XIII, in Austin, Texas. As a pretest, the subjects were asked to: develop written lesson plans, teach four lessons which presented associations, skills, concepts, and generalizations, and to administer four accompanying end-of-lesson tests to students. The treatment consisted of six inservice events to train the subjects in the use of four instructional strategies for teaching associations, skills, concepts, and generalizations. After training, subjects were asked to: develop plans, teach four lessons, and administer four accompanying tests to students comparable to the pretests.

Description of Results: There were three major findings in the study. 1). There was a significant difference in the number of elements of direct instruction incorporated by teachers in pre and post-training lesson plans. Training increased the number of elements of direct instruction incorporated into plans. 2). There were significant differences in achievement on pre and post pupil tests for all teaching tasks. 3). There was a significant relationship between the number of elements of direct instruction incorporated by teachers and the level of pupil achievement obtained on three strategies. This suggests that techniques learned in training contribute to change in pupil achievement.

Implications of Results: The results of the study suggest that middle school social studies teachers can be trained to incorporate components of direct instruction into lesson plans. Further, the resulting lessons produce higher pupil achievement scores than do lessons which do not include elements of direct instruction. Finally, Lessons which contain increasing numbers of elements of direct instruction produce a relationship with increasingly higher pupil scores.

Implications for AISD: The findings in the study suggest that middle school social studies teachers and their students would benefit from teacher inservice training in four instructional strategies which utilize direct intruction methodology.

The Relationship Between Achievement Test Response Changes and Grade Level, Ethnicity, and Socioeconomic Status

Interim Report

M. Kevin Matter

Participating Schools:

The Office of Research and Evaluation

Description of Study:

Achievement test answer sheets (California Achievement Tests (CAT) and Sequential Tests of Educational Progress (STEP)) and booklets (CAT) will be examined for evidence of answer changes made during the test administration. Contrary to popular belief, research has shown that most individuals change more items from an incorrect to a correct alternative than vice versa, resulting in an increase in the total number of items correct. Answer sheets and booklets will be examined for significant differences in the rates and types of response changes made among different ethnic groups, socioeconomic status levels, and grade levels.

Description of Results:

No results are available at this time.

Implications of Results:

This study has direct reference to the reliability and validity of results from multiple-choice tests. Modifications to test instructions regarding answer changing may provide more accurate and useful test results.

Implications for AISD:

Results should be related to teacher/student directions for administering/taking standardized achievement tests. Changes in directions, with resulting changes in behavior, may promote more valid test scores and an increased utility for course selection and placement.

80.32 959.20

Improving Management and Organization Skills of Elementary Teachers
(Classroom Management Improvement Study - CMIS)

Abstract

Carolyn M. Evertson, Ph.D and Edmund T. Emmer, Ph.D.

Participating Schools: Blackshear, Brooke, Casis, Dawson, Harris, Highland Park, Oak Springs, Pecan Springs, Sims, Sunset Valley, Zavala, Cook, and Wooldrige Elementary Schools

Description of Study: The purpose of this study was to test the effectiveness of specific classroom management techniques and to find out if the teacher's manual, Organizing and Managing the Elementary School Classroom, and workshops on classroom management could help teachers establish and maintain good learning environments in their classes. A total of 35 teachers from Austin Independent School District received the manual either before school started or in December 1980 or February 1981. All of the participating classes were observed about 12 times. Information from observations and teacher interviews and questionnaires provided answers to the research questions of the study.

Description of Results: CMIS results confirmed the importance of the classroom management and organization techniques suggested in the manual. For example, results indicated that each of the practices listed below is important in avoiding off-task, disruptive, or inappropriate student behavior:

Using efficient classroom procedures and administrative routines;
Following consistent routines for assigning, checking, and collecting student work;
Conducting lessons that take into account student attention spans and ability levels;
Handling student behavior consistently;
Monitoring student behavior closely;
Stopping disruptive or inappropriate behavior quickly;
Giving clear directions;
Waiting for students' attention before beginning instruction;
Monitoring student understanding of work;
Clear explanations and presentations; and
Consistent enforcement of work standards.

In addition, of specific teaching practices for the first few days of school, the two things most clearly related to establishing good student behavior were clear presentation of rules and procedures and accurate feedback and review of rules and procedures to students.

Classroom observations in the first weeks of school showed that the teachers who received the manual before school began used it and were able to implement many of the specific recommendations in it, particularly those in the areas of planning effective classroom procedures, establishing student accountability for work, and managing student behavior.

Results of group comparisons indicated that following the suggestions for starting the school year helped teachers establish classes with higher levels of student task engagement and appropriate student behavior in the first months of school. After school was under way, most of the teachers (including those who got the manual later in the year) reported that they found the material to be a very helpful reference for ideas for solutions to problems, an aid for planning for the future, and a source of moral support.

Implications of Results: This study confirmed the importance of process/product relationships which had been suggested by previous descriptive classroom research. More specifically, it demonstrated the importance of classroom management and organization techniques contained in the CMIS manual, and added to knowledge of effective in-service education. Journal articles and research presentations about the classroom management research in Austin have been received with great interest by audiences in many parts of the country. Inquiries already received indicate that knowledge gained from the CMIS will be put to use in many schools, school districts, and teacher education programs.

Implications for AISD: The manual, Organizing and Managing the Elementary School Classroom, and reports of the study will be furnished to school district offices. In addition, COET's staff members will work with the Office of Elementary Instruction to include CMIS materials in in-service training for new teachers in the 1981-1982 school year, and to conduct workshops for all elementary instruction coordinators in the district.

The Relationship Between Children's Comprehension and Acceptability Judgments of Active and Passive Sentences

Abstract

David T. Hakes
Kerry J. Washburn

Participating Schools: Pillow Elementary School (AISD); Trinity Presbyterian Child Development Center, Wesley Kindergarten and Preschool, Windsor Park Baptist Kindergarten and Child Care Center.

Description of Study: The general concern of this study was the development of "metalinguistic" abilities, which involve the ability to treat language as an object, to reflect on it, appreciate it and "play" with it. This ability is manifested, for example, in the appreciation and enjoyment of poetry, metaphor, and jokes and riddles.

The project was focused on the relationship between the development of one metalinguistic ability--the ability to judge a sentence's acceptability (grammaticality)--and the development of language comprehension skills. In the course of language comprehension development children tend to systematically misunderstand certain types of sentences. Their misinterpretation was expected to affect their acceptability judgments of these sentence types. It was hypothesized that, in general, for a sentence type that a child tends to misinterpret, exemplars of that sentence type that would be acceptable to an adult would be rejected as unacceptable by the child, and vice versa.

The passive construction was the critical sentence type employed in this study. Preschoolers tend to misunderstand the passive, interpreting a sentence like "The shirt was washed by the lady" as "The shirt washed the lady." First graders, on the other hand, correctly interpret passive sentences. It was expected, then, that preschoolers would reject sentences like "The shirt was washed by the lady" and would accept those like "The lady was washed by the shirt" (interpreted as "The lady washed the shirt"), while first graders would show the opposite, adult-like pattern in their acceptability judgments of these sentences.

Preschoolers and first graders were each given a comprehension test and an acceptability judgment task. Both tests included passive sentences.

Description of Results: As was predicted, first graders showed near-perfect performance in comprehension of passive sentences and gave adult-like judgments of passive sentences in the acceptability task. The preschoolers, on the other hand, tended to misinterpret passive sentences in the comprehension test. Their misunderstanding of the passive construction was manifested in the acceptability judgment task, where they

tended to accept passive sentences that first graders rejected and reject those sentences that the older children accepted. Analysis of each individual child's acceptability judgments in relation to his/her performance on the comprehension test yielded further support for the hypothesized relationship between language comprehension and acceptability judgments. In general, a child who correctly interpreted a relatively large number of passive sentences in the comprehension test also gave a relatively large number of adult-like judgments of passive sentences in the acceptability task; a child who performed relatively poorly on the comprehension test (i. e., frequently misunderstood passive sentences) gave relatively few adult-like acceptability judgments.

In addition, preschoolers often overtly demonstrated the effect of their misunderstanding of the passive on their acceptability judgments in the nature of the reasons they offered for rejecting acceptable passive sentences. For example, preschoolers' reasons for rejecting "The shirt was washed by the lady" frequently included a statement that a shirt can't wash anything because it isn't alive, doesn't have any hands, etc.

Implications of Results: These results demonstrate one way in which the development of metalinguistic abilities, in this case the ability to judge a sentence's acceptability, depends on the development of language comprehension skills. More generally, they contribute to our knowledge of developmental changes in the relationship between conscious, deliberate thinking about language and the less deliberate, more "automatic" processes involved in the everyday use of language (i. e., speaking and understanding).

Implications for AISD: Recent research in this area has suggested that some metalinguistic abilities are very much involved in learning to read. In the course of learning about the development of these abilities, in this project and in future research, we hope to be able to find the means by which their development can be aided and encouraged. In this way we may be able to insure that children possess the abilities necessary for learning to read by the time their reading instruction begins.

THE EVALUATION OF AN ANIMATED FILM DEVELOPED TO IMPROVE LISTENING SKILLS OF JUNIOR HIGH SCHOOL GENERAL MUSIC STUDENTS

Abstract

Hunter C. March

Participating Schools: O'Henry Junior High School, Pearce Junior High School, and Porter Junior High School.

Description of Study: The purpose of the study was to evaluate the effectiveness of animated film designed as a teaching aid to help junior high school general music students perceive differences in musical texture. Six classes of general music students served as subjects for the study. Half of the students in each class were randomly assigned to the control group and half to the experimental group. Only the experimental group viewed the film. The control group listened to the music recorded on the film soundtrack while they followed a "Call Chart." Students were pre- and posttested on the Musical Texture Perception Test, a test developed for the study. The data were submitted for statistical analysis to determine the effect of the experimental treatment. Results indicate that students who viewed the film achieved significantly higher posttest scores than students who followed the "Call Chart." Careful consideration should be given to any conclusions drawn from the study because the treatment consisted of a single film which lasted four minutes. Furthermore, the study did not include a second posttest administered at a later date to measure retention, as originally planned. Nonetheless, the difference between pre- and posttest scores was significantly higher for the experimental groups than it was for the control groups. The fact that the significant level for the difference in change scores was so great (F=33.88) and the possibility of this occurring by chance so low (<.00) suggests that the film is an effective tool for developing musical perception. Furthermore, the difference in change scores can be attributed only to treatment. There was no interaction between change scores and reading comprehension, nor between change scores and innate musical ability.

Implications of Results: The study demonstrates that animated film can be an effective teaching aid for improving listening skills in junior high school general music students. Although the process is time consuming and expensive, the resultant effects suggest a need for further investigation into the development and use of animated listening guides in school music programs.

Implications for AISD: The study could be replicated using younger and older subjects. The effectiveness of animated film to introduce and reinforce other musical concepts could also be investigated. Music specialists interested in filmmaking could be encouraged to create animated films for use in general music classes.

80.32

The Effects of Evaluation Report Stlye

959.31

Abstract

Heather Becker

AISD Participants: AISD Title I teachers and aides.

Description of Study: This study was undertaken to determine if evaluation report style affects the audience's attitudes toward, and comprehension of, an evaluation report. At the August 1980 inservice meeting, half the Title I teachers and aides received an AISD prepared informal brochure, and half received a formal report which described the 1979-1980 Title I evaluation. The formal report was written in traditional report style. It includes a description of the program, followed by a presentation of evaluation findings by project component, and concluded with a short summary of major findings. By contrast, the informal report was formated in brochure style, included less statistical/methodological jargon, used graphs instead of tables to convey numerical information, and was illustrated with children's art. The teachers and aides were asked to read the report and complete a questionnaire concerning their reactions to the report and their recall of the report's major points, during the inservice meeting.

Description of Results: Teachers and aides rated the informal brochure significantly higher than the formal report in the following areas: readability, attractiveness, graphic presentation of information, comprehensibility of numerical information, interesting report, comprehensibility of report, objectivity, relevance, credibility, usefulness, comprehensibility for someone unfamiliar with the program, helpfulness in explaining program to the public, and report summary. Responses to the open-ended questions were consistent with the more favorable ratings given the informal brochure. In addition, those who read the informal report were slightly more likely to suggest ways the information could be used in planning the Title I Program than were those who read the formal report. However, there was no significant difference between those who read the informal brochure and those who read the formal report in the number of major evaluation points they recalled.

Implications of Results: Although there was no difference in recall between the two groups, teachers and aides clearly favored the informal report style. Therefore, a crucial question becomes whether or not a report written in the less preferred, formal report style will be read. If it is, these results suggest it will convey as much information as the informal report. Since these teachers and aides are not primarily responsible for planning the Title I program, the relationship between report preference and utilization of the findings could not be determined from this study.

Implications for AISD: Teachers and aides definitely prefer reading about evaluation findings in an informal brochure style. Their comments also suggest that they appreciated the use of children's art to illustrate the brochure. Assuming that they are more likely to read a report presented in an informal style (as some of their comments suggest), the informal brochure appears to be a more effective way of communicating evaluation findings to AISD teachers and aides than is a formal report.

80.32 959.36

A CASE STUDY EXAMINATION OF THE ROLE OF ORAL LANGUAGE IN THE WRITING PROCESSES OF KINDERGARTENERS

Abstract

Anne Haas Dyson

Participating School:Linder Elementary

Description of Study: Although the popular belief is that writing develops from an oral language base, oral language (talk) had never been systematically examined as an aspect of the early writing process. The purpose of this study was to investigate the role of oral language in early writing by intensive examination of selected case study subjects.

Participant observation methodology was used to gather data over a three-month period in a self-contained kindergarten classroom. Although all twenty-two members of an intact class were formal participants in the study, five were chosen as case study subjects. These five reflected the classroom's range of different types of child writers.

Six types of data were collected: audio recordings of the children's talk at a classroom writing center, their written products, observational notes, daily log entries, child and parent interviews, and informal assessment tasks.

Description of Results: Analysis of data yielded a categorization of oral language functions during composing, a description of the components of preconventional writing processes, and a narrative description of the writing style of each case study child. The data indicated (a) qualitative differences between preconventional and conventional writing processes, (b) the variability of these early (preconventional) writing processes, depending on the individual child's writing purpose and his/her working knowledge of written language, (c) the influence of the child's general style of functioning on early approaches to writing, and (d) the variable role of oral language, again depending on the individual child's writing purpose and his/her working knowledge of written language.

Implications of Results: Based on these findings, inferences were made regarding the process of developing control over written language. These inferences were related to theoretical work on early writing. The process was portrayed as both governed by broad developmental principles and subject to the individual child's style of functioning. Initial writing was described as a form of drawing. Language (talk) may be used to label such early writing--to invest it with meaning--but is not the substance of that writing. These first meanings are often labels for people, objects, or events. Eventually, language permeates the process, providing both meaning (representational function) and the means (directive function) for getting that meaning on paper.

Implications for AISD: The results represent a first study in a relatively unexplored area. However, they do suggest that, in working with young writers, (a) children's early interest in labels, especially names, may be a natural introduction to writing, one easily nurtured by classroom teachers, (c) allowances be made, in both teaching and evaluating, for the variability of early writing. For example, the child writes in varying ways depending on writing purpose (e.g., when a child intends a long message, he or she may simply use cursive-like script ; when the child intends to label a drawn object, he or she may produce conventional or near-conventional print), and (c) the relationship between what is spoken and what is written is far from obvious to children. Thus, teachers cannot assume that young children understand the "basics" of writing--an understanding of written language's purposes and its fundamental relationship with oral language.

80.32 959.39

Improving the Management and Organizational Skills of Junior High School Teachers
(Junior High School Management Improvement Pilot Study)

Abstract

Carolyn M. Evertson, Ph.D. and Edmund T. Emmer, Ph.D.

Participating Schools: Burnett and Fulmore Junior High Schools

Description of Study: This study was a pilot for the full scale Junior High School Management Improvement Study (JMIS) to be conducted in the 1981-1982 school year. The purpose of the pilot was to gain information needed in planning procedures and revising the classroom management manual for the full study. Three teachers at Burnett Junior High School and five at Fulmore Junior High School participated. Teachers were randomly assigned to two groups. One group of teachers received the manual, *Organizing and Managing the Junior High School Classroom*, before school started; and the other group teachers received the same materials in October. One class of each teacher was observed about eight times, including an observation on the first day of school. At the end of the study all the teachers were interviewed to gain information about their perceptions of the material in the manual, suggestions for revisions, and self-reports of extent of use of the manual.

Description of Results: Teachers reported that they found the manual to be very useful, and they said it contained guidelines and activities that were appropriate for their class settings. Most suggested that such a manual would be a significant aid to all new or inexperienced teachers. Use of the manual as an aid in planning for the beginning of school was limited by lack of time with the materials before school began. (Some of the teachers recieved the manual only a day or two before school began, and the treatment did not include a workshop introducing teachers to the material.) Nevertheless, teachers reported that they read and used the first five chapters, all focusing on planning for and conducting activities in the first week of school, more than the last four chapters of the manual.

Implications of Results: The following implications of the pilot study results will be used in planning and conducting the JMIS:

1. Teachers need to receive the manual as early as possible after reporting to school in August.
2. Teachers who get the manual before school begins should participate in a workshop introducing them to contents of the manual.
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5. Recommendations made by the pilot study teachers will be used in the revision of the classroom management and organization manual.

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Exploring the Relationship between Basal Reader Characteristics and Early Reading

Interim Report

Connie Juel

Participating Schools: Travis Heights, Williams

Description of Study:

We are currently only beginning to analyze the data we collected during the 80-81 school year on the relationship between particular basal reader characteristics and reading acquisition. Two first grade reading series were analyzed as to the 1) frequency of words in the text and in the English language, 2) orthographic characteristics of the words in basals, 3) letter-sound characteristics of words in basals, and 4) word types (content vs. structure words, etc.). We used a case history approach to obtain an extensive description of 64 students' reading growth during first grade and the relationship between basal characteristics and reading performance.

The study attempts to answer the following questions:

1) To what degree do early word identification strategies utilize orthographic redundancy, orthographic patterns, letter-sound relationships, etc.?
2) How do word identification strategies change over the course of the first grade year?
3) What differences develop in the utilization of internal word and text characteristics between good and poor readers?
4) Do materials and instruction employed in the classroom seem to foster or hinder the growth of specific word identification skills?

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EVALUATION OF A GIFTED AND TALENTED ELEMENTARY ART PROJECT

Abstract

ROBIN R. ALEXANDER, PH. D.

Participating School: Campbell Elementary

Description of Study: The primary purpose of this study was to evaluate an AISD-funded program for the gifted and talented in art at Campbell Elementary School. The secondary purpose was for the evaluator to act as a curriculum advisor and liason for such enrichment events as field trips to local museums and galleries. The evaluator utilized ethnographic techniques, often called participant observer methods, to describe, interpret, and evaluate the gifted art program. Observations were collected one to two days a week from late October through the end of April. In general, the purpose was to reveal what changes happened to youngsters as a result of participating in a 4th grade gifted art program. How the gifted program was perceived by other 4th grade teachers in the school emerged as an issue of some importance for the evaluation.

Description of Results: Both gifted and non-gifted youngsters participated in this program: 18 gifted and 7 non-gifted (this number varied during the school year). Both groups of students benefitted in positive ways from the program which emphasized the infusion of art into all aspects of the curriculum. The gifted children became more facile and expressive in drawing, design, painting, sculpting, weaving, ceramics, and art concepts which underlie those media; levels of awareness of art history were also raised. Non-gifted children also raised their levels of facility and expressiveness in the same realms. Both groups of youngsters participated in far more art experiences than in average classes, with art almost every day in some media or another. Additionally, the artwork that both groups of youngsters produced was far more sophisticated than that which is found in ordinary 4th grade classes. Furthermore, rather than viewing art as something which is done in "art class" once a week, on Friday afternoons, or mindless dittos to fill time when everything else is finished, the students came to understand that art could be an important ingredient in learning in the regular school day. Youngsters also expanded their concepts of the nature of art. A visit to the quiltmaker, a visiting weaver, a visiting political cartoonist, and visits to museums helped the youngsters realize that art was not something confined to museums or the "art room"; art was something was integrated with life, and also something which they could utilize to express their ideas powerfully. The results of participating youngsters' scores on achievement tests in the areas of reading and math have not yet been compared to results of non-participating students. The youngsters who participated in this art-oriented program were very involved with their other subjects as the youngsters wanted to earn even more opportunities for more artmaking. Both the gifted and the non-gifted youngsters gained confi-

dence from the experiences. Although some of the non-art students tired earlier during the art experiences, the gifted group released seemingly endless energy in the search for power of representation.

The atmosphere that surrounded the program was not as positive as the program itself. Some of the other 4th grade teachers resented the program and had misconceptions about what youngsters did in the gifted classroom. Although none of the other teachers who held this belief ever visited the classroom, they believed that youngsters did little of "the basics." This situation did not surface until the end of the school year when plans were being made to continue the program for the 1981-82 school year. Despite the pleas of some of the parents, the teacher felt the program should not be continued for the coming year in the face of such negative reactions. Relatively minor public relations errors on the part of the teacher and the principal account for this difficulty with the other teachers' misperceptions about the program.

Implications of Results: When good instruction is provided in art on a continuing, in-depth basis, both gifted and non-gifted youngsters increase their awareness, sensitivity, and facility in art. If art is a subject which is truly important for all youngsters to learn, then instruction must be provided by qualified teachers. For youngsters gifted in art, having this experience means a memorable year-- as one put it: "This was the best year I've ever had." Fourth graders are in transition from schematic to more adult forms of representation. The literature is replete with studies of talented youngsters who cease to draw and paint at the 4th grade level as they have difficulties reconciling their artwork with adult modes of representation. Lack of instruction before 4th grade is a problem because children miss learning to manipulate materials; but at the 4th grade instruction is crucial to solve the problem of learning how to draw representationally which emerges as the problem with this age group.

Implications for AISD: It appears that both gifted and non-gifted youngsters benefit from participation in gifted and talented programs, but in order to benefit, these programs must be offered on a regular basis. The 4th grade has long been considered a crucial year in the artistic development of the child and is a good year for implementing gifted programs and non-gifted programs if priority years must be designated. Additionally, in-service education on the gifted and talented youngsters needs to be provided for all teachers to forestall bad politics and environment in the schools.

PATTERNS OF NUMBER DEVELOPMENT IN YOUNG CHILDREN

Abstract

Robert G. Cooper, Jr. Ph.D.
Belinda Blevins and Robert Campbell

Participating Schools: Andrews Elementary, Pleasant Hill Elementary, and Ridgetop Elementary

Description of Study: The purpose of this research is to assess the number skills which young children acquire, largely without formal instruction, and which may be the basis for later success in elementary school mathematics. Two kinds of skills were assessed: number estimation and number reasoning. Number estimation skills are skills for establishing numerosity, either absolute (how many are there?) or relative (which group has more?). Two estimation skills were assessed: counting and subitizing (rapidly determining how many objects there are in a small group of objects without counting). The number reasoning skills studied in this project are skills for reasoning about the effects on numerosity of various transformations: addition, subtraction, rearrangement. Three types of reasoning tasks were employed: conservation, addition/subtraction, and inference. The addition/subtraction tasks were designed to distinguish between three levels of understanding: primitive (knowing only that addition makes more and subtraction makes less), qualitative (knowing that both initial numerosity and the magnitude of a transformation is important for deterimining the resultant numerosity, but limited to qualitatively combining the two pieces of information), and quantitative (like qualitative but with the ability to quantitatively combine the two pieces of information). The inference task was designed to assess children's ability to determine what transformation (addition, subtraction, or rearrangement) had occurred given information about numerosity. Inference ability was also catagorized as primitive, qualitative, or quantitative. All the tasks (both estimation and reasoning) used one or two groups of objects about which the children made absolute or relative numerosity judgments. The number of objects varied from 2 to 9.

Description of Results: The general developmental patterns from the results on several of the tasks are presented in Tables 1, 2, and 3. In addition, several clear patterns have emerged from our preliminary analyses. 1) On the conservation task, the kindergarten children could solve small-number conservation problems, and the first graders could consereve large number. 2) Many children already understood quantitative addition/subtraction before receiving formal arithmetic instruction. 3) The inference task which taps an important component of understanding addition/subtraction was much more difficult, although most children at the end of first grade performed quite well. 4) The range of numerosities that could be subitized increased with age. The average pre-kindergarten child could subitize only 2 and 3 items, whereas many first graders could subitize 5 or more.

5) The results of the Static task were consistent with those from the subitizing task: children could easily compare small numbers **without** counting, but they could not accurately compare large numbers. 6) There is a positive correlation among the estimation and reasoning skills assessed.

Implications of Results: There are important implications of the results already obtained, but two additional sources of information will lead to stronger implications in the future: the completion of data collection for the pre-kindergarten group, and the second year of data for all age groups. The current data provide a much more detailed picture of the set of early number skills studied than was previously available. In particular the substantial changes in numerical understanding that are not related to computational skills are highlighted. The suggestion is present in the current data that these changes are important in the acquisition of computational skills. However, the interpretation of the observed correlation will be stronger when the longitudinal data are available next year.

Implications for AISD: Because we have only preliminary results, the implications for AISD must be considered tentative. However, the present data do indicate that a substantial amount of development occurs in number skills before first grade, and that this development is delayed for some children. Second, our data show that mini-assessments can be given for the skills we are investigating that reflect quite well the results from more complete testing. Hence, fairly short test instruments can be developed so that classroom assessment is a viable possibility. Finally, the results show that the development of many skills are interrelated, and suggest that education which focuses on a single skill, or perhaps even a single skill at a time, may be less than optimal. A particular example of interrelatedness concerns conservation which our data show is neither the essense of early number concepts as some Piagetians have tried to convince educatiors, nor an irrelevant aberration as some anti-Piagetians have argued.

Table 1

Number of Children in Three Grades in Each Level of the Addition and Subtraction Task and Inference Task

	Addition/Subtraction			Inference		
Assessed Level	Pre-K	K	1st	Pre-K	K	1st
Small Primitive	---	---	---	1	1	2
Small Qualitative	---	---	---	2	6	2
Small Quantitative	---	---	---	1	8	9
Large Primitive	1	3	1	---	---	1
Large Qualitative	3	9	4	1	7	1
Large Quantitative	2	13	20	2	2	10

Table 2

Children's Performance on the Static Task

	Trial Type		
Grade Level	Small Numerosity	Large Numerosity	Big Difference
Pre-K	79.17%	32.92%	74.99%
K	92.48%	42.48%	86.59%
1st	96.18%	48.73%	93.71%

* The small numerosity trials were 2 vs. 3, 3 vs. 3, and 4 vs. 4. The large numerosity trials were 8 vs. 7, 8 vs. 8, and 9 vs 9. The big difference trial was 5 vs. 9.

Table 3

Number of Children in Three Grades in Each Numerosity Level of the Subitizing Task

Grade Level	3	4	5	6	7
Pre-K	2	3	---	---	---
K	7	11	6	2	2
1st	3	7	9	3	5

THE ORGANIZATIONAL ANTECEDENTS AND CONSEQUENCES OF ROLE STRESS AMONG TEACHERS

Interim Report

Nina Gupta, Ph.D.

Participating Schools: Martin Junior High, Murchison Junior High, and Pearce Junior High

Description of Study: This study was aimed at exploring the organizational antecedents and consequences of role stress (role conflict, role ambiguity, role overload, underutilization of skills and abilities, and resource inadequacy) among public school teachers. The study has four major objectives: (a) to determine the extent to which five sets of variables--the environment, the school, the school participants (i.e., administrators, other teachers, and students), the job per se, and the teachers themselves--are precursors of role stress among teachers; (b) to determine whether work role stress produces distancing forces among teachers; (c) to examine the physiological, psychological, and behavioral consequences of work role stress; and (d) to examine the impact of work-related stress on the effectiveness of teachers' functioning. The research design called for an intensive study of a small sample of teachers (N=25) from three schools in the Austin Independent School District. The data sources are intensive interviews with the sampled teachers. Data analysis is based on content coding of the interviews.

Description of Results: The data analysis and interpretation have not yet been completed. A preliminary examination of the data reveals, however that stress is prevalent among the sampled teachers, is related to many organizational variables, and has deleterious effects on the health, behaviors, and responses of the teachers.

Implications of Results: A comprehensive identification of the organizational antecedents and consequences of work role stress could be of use to educational administrators in understanding and improving the overall effectiveness of schools, to organizational psychologists in defining the limits of generalizability of theoretical relationships to non-industrail settings, to society by providing guides to increase teacher effectiveness, and to teachers by providing understanding and potential improvement of the quality of their work lives.

Implications for AISD: The results of this study must necessarily be tentative in that they are based on a sample of only 25 teachers from only three schools. Within these limitations, however, the results could be useful for AISD in pointing out areas (e.g., job characteristics) where changes should be considered.

A STUDY OF THE EFFECTS OF VITAMIN C ON IRON ABSORPTION OF TEENAGE GIRLS AND THE RELATIONSHIP OF THIS FACTOR ON THEIR STAMINA

Abstract

Stanley H. Shealy

Participating School: Austin High School

Description of Study: Experiments were run in order to determine whether an addition of vitamin C to the diet of teenage girls at mealtimes would increase iron absorption, thereby affecting their performance on a standardized stamina test. Eighteen teenage girls participating on a high school basketball team were selected for the study. Procedure: (1) Obtained approval from AISD Office of Research and Evaluation to meet the ethical guidelines. Selected the subjects and obtained permission of subjects' parents for the study. (2) Divided subjects randomly into two equal groups, selecting one group to be the experimental group and the other to be the control group. (3) The hemoglobin and hematocrit levels of all subjects were recorded. Subjects were required to record everything they ate in a twenty-four hour period as accurately as possible. (4) Subjects participated in a standardized stamina test, having their pulse rate recorded at rest and thirty seconds immediately after the five minute step test. (5) All the girls were advised to continue the same dietary habits. Supplemental vitamin C, provided by "Hi-C" drinks at two meals a day, were given to the experimental group. The vitamin C in the "Hi-C" drinks is considered the independent variable. (6) After five weeks the hemoglobin/hematocrit levels, standardized stamina test, and twenty-four hour diet recall were retaken. All pre-test and post-test data were analyzed and compared to find any relationship between vitamin C intake and iron absorption; and a change in the hemoglobin and hematocrit levels and stamina. The researcher believed the study would show that vitamin C will have a positive effect on iron absorption; and an improvement on stamina due to the increased hemoglobin and hematocrit levels.

Description of Results: The results showed that there was a recognizable increase overall in both hemoglobin and hematocrit levels of the girls in the experimental group, but this increase was statistically insignificant to the results from the change in the control group's level. In the majority of the stamina tests, in both groups, the level of physical efficiency decreased, with no one person displaying an increase. This factor could possibly be due to the limitation of the experiment to control the consistency of physical conditioning throughout the course of the testing.

Implications of Results: Recommendations have been made to reconduct this study, possibly using a larger sample, a longer testing period, and more controls, allowing closer monitoring of the subjects.

Teacher Assertiveness Training for the Improvement of Classroom Management

Abstract

Jo Webber

Participating Schools:

Gullet Cunningham Blanton Barrington Andrews Pecan Springs
Oak Springs Zilker Dawson Rosedale

Description of Study: Classroom discipline is a source of major concern in our schools today. This is especially true in special education classrooms where teachers are dealing with students who may have failed in the regular classroom and, as a result, may exhibit disruptive behavior. Since research into effective teaching skills for dealing with difficult student behavior is somewhat lacking, this study proposes to look at the probability that teacher assertiveness skills will have a positive influence on classroom management in special education classrooms.

Description of Results: All data has been collected as of 6-15-81. No statistical analysis has been run to date, therefore no results can be reported at this time.

Implications of Results: Since it has been shown that assertiveness can be trained (Rathus, 1975), this study proposes to examine the influence of teacher assertiveness on classroom management. If high assertive teachers tend to be better classroom managers, then inservice and pre-service training might want to emphasize assertiveness in conjunction with the more traditional classroom management principles. If it is found that assertiveness is a strong predictor of good classroom management, then the personnel selection process may consider these results when staffing potentially disruptive classrooms (i.e. self-contained). If these results are found in special education classrooms, where disruptive students are often referred, then it may also hold true for regular classrooms where there are more children, generally less management training for the teachers, and fewer aids. Conversely, if it is found that there is no relationship between teacher assertiveness and classroom management, staff development may want to reexamine current programs linking assertiveness with discipline.

Implications for AISD: Staff Development for both regular and special education, may want to consider the results of this research, whether they are positive or negative, in planning teacher competencies and training in classroom management. Furthermore, the personnel office may be able to utilize the research results, if they are positive, for personnel selection.

DESCRIPTION OF A HIGH SCHOOL ENGLISH AS A SECOND LANGUAGE PROGRAM FOR RECENT IMMIGRANT STUDENTS

Abstract

Karen D. Powers, M.A.

Participating School: Travis High

Description of Study: This study examined the ESOL program at one AISD high school in order to describe how the program works to implement national and state second language policies. The procedures for placement and academic progress of nine beginning ESOL students and the results of an oral interview placement test were examples of the effectiveness of the program for those students.

Description of Results: All nine ESOL students were given the CELT during their first semester and all scored below the required 29 to be non-LESA. The Spanish speakers were given the LAB in Spanish and English. The Vietnamese students had a Parent-Home Interview. All the students were labelled dominant speakers of a language other than English. All were enrolled in reading and math; four were enrolled in science. The students' ESOL grades ranged from A to C and all students had better than a C average in all subjects. Six of the students had higher than a B average. These results suggest that all the students were functioning at grade level. The results of the oral interview test were: one Advanced LESA, seven Intermediate LESA, and one Beginning Monolingual LESA.

Implication of Results: The implications are severely limited due to the small number of students involved. The data suggest only that the ESOL program at one high school does meet the needs of the students in the study.

Implications for AISD: The experience of ESOL students in the AISD may not be similar to the experience of a Mexican American LESA student at the high school level elsewhere in Texas or the Southwest since Austin is a university town which attracts foreign families from all parts of the world. Further studies should be made of the ESOL experience of larger numbers of students including Mexican Americans.

STRESS AND COPING: A COMPARISON OF COPING EFFICACY BETWEEN SECONDARY SCHOOL STUDENTS

David C. Duty

Participating Schools: O. Henry Junior High School and
Johnston High School

Description of Study: A Coping Response Inventory (CRI) will be administered to students in grades seventh through twelfth. The CRI will assay three major aspects (stressors, coping strategies, and the efficacy of coping strategies) of adolescent stress and coping in four major domains (school, family, work-finance, and personal-interpersonal).

Description of Results: Not yet available.

Implication of Results: Not yet available.

Implications for A.I.S.D.: Not yet available.

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CONSUMER EDUCATION FOR TEXAS INDUSTRIAL ARTS

Abstract

G. E. Baker, Ed.D.

Participating Schools: Bedicheck and Martin Junior High Schools

Description of Study: This project was funded by the Occupational and Technical Education Division of the Texas Education Agency to identify content, develop, and field test learning materials that would: (1) relate to the consumer education goals of industrial arts in the greatest number of grade levels and course offerings; (2) be presented in a bilingual format; and (3) be related to developing energy efficient consumers.

Description of Results: Using state and national surveys and a national advisory council, eight content topics were identified. These were developed into a "smart buying series" which enabled students to become more efficient consumers in the areas of: (1) fire protection devices; (2) protective clothing and equipment; (3) hand tools; (4) power hand tools; (5) glues and adhesives; (6) sandpaper and abrasives; (7) energy efficiency in homes and apartments; (8) guaranties and warranties. It was found that the state and national surveys displayed a correlation coefficient of 0.71.

An analysis system and presentation format were developed by the project to provide a consistent means of presenting the information within the classroom setting. This system was found to be an original, and unique analytical process.

The eight content modules were developed and translated for bilingual English/Spanish use. All modules were reviewed by the National Advisory Council and four were field tested in classroom units in both the Austin and San Antonio ISD.

Currently full analysis of the statistical data are incomplete. However, teacher and student reactions to the develop materials are very positive.

Implication of Results: The study has brought considerable attention in both the state and nation to the project. One national journal has scheduled publication of the analysis process used in developing the content. Several other articles have been prepared and are being considered by state and national journals.

Both the process and content utilized may have wide spread effects in state and national practices in industrial arts. If these materials are only partially successful, estimated savings to Texas citizens could exceed $1 million in only two or three years. This consitutes a ratio of return on investment of approximately 50:1.

There are two other implications that are yet undeveloped. Once the statistical data are analyzed, some reflection of both of these factors should be possible. The first concerns a long standing goal of industrial arts, which is that industrial arts includes the teaching of consumer education content in its regular program of study. The results of the student achievement test in the field testing can be used to test this stated goal. Student achievement on the specialized consumer education test can be used to compare special achievement in consumer education in three groups and two categories.

Within each school districts, students were divided into three groups. Students in an academic control group were selected who had never had industrial arts. Students who were taking industrial arts but who were not exposed to the special consumer education learning materials comprised an industrial arts control group. The third group, the experimental group, was composed of regular industrial arts students who also received the consumer education learning modules.

If industrial arts goals of teaching consumer education content are valid, the academic control group would theoretically score the lowest, the industrial arts control group would score significantly higher than the academic control group, and the industrial arts experimental group would score significantly higher than either of the other two groups using the specialized achievement test for consumer education.

The groups would also be divided into Spanish speaking and English speaking groups. These groups could be compared on the achievement to test the effect of providing bilingual materials.

Implications for AISD: By use of the materials, significant consumer education skills could be taught within Austin's industrial arts classes. Classroom quantities of the materials were furnished to both participating schools with full reproduction rights to produce materials in any needed quantity. This would provide implementation of the materials into Austin's classroom at virtually no cost and could allow AISD to consistently increase the consumer efficiency of student taking industrial arts. Extremely conservative extimates would suggest an increased efficiency of approximately $20 per student per year of use.

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DIRECTOR, OFFICE OF RESEARCH AND EVALUATION

Dr. Freda M. Holley

Implications for AISD: The results represent a first study in a relatively unexplored area. However, they do suggest that, in working with young writers, (a) children's early interest in labels, especially names, may be a natural introduction to writing, one easily nurtured by classroom teachers, (c) allowances be made, in both teaching and evaluating, for the variability of early writing. For example, the child writes in varying ways depending on writing purpose (e.g., when a child intends a long message, he or she may simply use cursive-like script ; when the child intends to label a drawn object, he or she may produce conventional or near-conventional print), and (c) the relationship between what is spoken and what is written is far from obvious to children. Thus, teachers cannot assume that young children understand the "basics" of writing--an understanding of written language's purposes and its fundamental relationship with oral language.

Improving the Management and Organizational Skills of Junior High School Teachers (Junior High School Management Improvement Pilot Study)

Abstract

Carolyn M. Evertson, Ph.D. and Edmund T. Emmer, Ph.D.

Participating Schools: Burnett and Fulmore Junior High Schools

Description of Study: This study was a pilot for the full scale Junior High School Management Improvement Study (JMIS) to be conducted in the 1981-1982 school year. The purpose of the pilot was to gain information needed in planning procedures and revising the classroom management manual for the full study. Three teachers at Burnett Junior High School and five at Fulmore Junior High School participated. Teachers were randomly assigned to two groups. One group of teachers received the manual, Organizing and Managing the Junior High School Classroom, before school started; and the other group teachers received the same materials in October. One class of each teacher was observed about eight times, including an observation on the first day of school. At the end of the study all the teachers were interviewed to gain information about their perceptions of the material in the manual, suggestions for revisions, and self-reports of extent of use of the manual.

Description of Results: Teachers reported that they found the manual to be very useful, and they said it contained guidelines and activities that were appropriate for their class settings. Most suggested that such a manual would be a significant aid to all new or inexperienced teachers. Use of the manual as an aid in planning for the beginning of school was limited by lack of time with the materials before school began. (Some of the teachers recieved the manual only a day or two before school began, and the treatment did not include a workshop introducing teachers to the material.) Nevertheless, teachers reported that they read and used the first five chapters, all focusing on planning for and conducting activities in the first week of school, more than the last four chapters of the manual.

Implications of Results: The following implications of the pilot study results will be used in planning and conducting the JMIS:

1. Teachers need to receive the manual as early as possible after reporting to school in August.
2. Teachers who get the manual before school begins should participate in a workshop introducing them to contents of the manual.
3. In order to call attention to the chapters focusing on maintaining good classroom environments after the beginning of school, participants who receive the manual before school begins should also participate in a second workshop after several weeks of school.

4. The Junior High Management Improvement Study should focus primarily on helping new or inexperienced teachers with classroom management and organization.
5. Recommendations made by the pilot study teachers will be used in the revision of the classroom management and organization manual.

Implications for AISD: Results of this pilot study and of the Classroom Management Improvement Study (CMIS) conducted at the elementary school level in 1980-1981 suggest that the Junior High School Management Improvement Study to follow will probably result in successful validation of materials that will help junior high school teachers establish and maintain well managed classes. Results, materials, and workshop activities developed for the study will be available to the district for use in staff development in the spring of 1982.

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Interim Report

Connie Juel

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dence from the experiences. Although some of the non-art students tired earlier during the art experiences, the gifted group released seemingly endless energy in the search for power of representation.

The atmosphere that surrounded the program was not as positive as the program itself. Some of the other 4th grade teachers resented the program and had misconceptions about what youngsters did in the gifted classroom. Although none of the other teachers who held this belief ever visited the classroom, they believed that youngsters did little of "the basics." This situation did not surface until the end of the school year when plans were being made to continue the program for the 1981-82 school year. Despite the pleas of some of the parents, the teacher felt the program should not be continued for the coming year in the face of such negative reactions. Relatively minor public relations errors on the part of the teacher and the principal account for this difficulty with the other teachers' misperceptions about the program.

Implications of Results: When good instruction is provided in art on a continuing, in-depth basis, both gifted and non-gifted youngsters increase their awareness, sensitivity, and facility in art. If art is a subject which is truly important for all youngsters to learn, then instruction must be provided by qualified teachers. For youngsters gifted in art, having this experience means a memorable year-- as one put it: "This was the best year I've ever had." Fourth graders are in transition from schematic to more adult forms of representation. The literature is replete with studies of talented youngsters who cease to draw and paint at the 4th grade level as they have difficulties reconciling their artwork with adult modes of representation. Lack of instruction before 4th grade is a problem because children miss learning to manipulate materials; but at the 4th grade instruction is crucial to solve the problem of learning how to draw representationally which emerges as the problem with this age group.

Implications for AISD: It appears that both gifted and non-gifted youngsters benefit from participation in gifted and talented programs, but in order to benefit, these programs must be offered on a regular basis. The 4th grade has long been considered a crucial year in the artistic development of the child and is a good year for implementing gifted programs and non-gifted programs if priority years must be designated. Additionally, in-service education on the gifted and talented youngsters needs to be provided for all teachers to forestall bad politics and environment in the schools.

PATTERNS OF NUMBER DEVELOPMENT IN YOUNG CHILDREN

Abstract

Robert G. Cooper, Jr. Ph.D.
Belinda Blevins and Robert Campbell

Participating Schools: Andrews Elementary, Pleasant Hill Elementary, and Ridgetop Elementary

Description of Study: The purpose of this research is to assess the number skills which young children acquire, largely without formal instruction, and which may be the basis for later success in elementary school mathematics. Two kinds of skills were assessed: number estimation and number reasoning. Number estimation skills are skills for establishing numerosity, either absolute (how many are there?) or relative (which group has more?). Two estimation skills were assessed: counting and subitizing (rapidly determining how many objects there are in a small group of objects without counting). The number reasoning skills studied in this project are skills for reasoning about the effects on numerosity of various transformations: addition, subtraction, rearrangement. Three types of reasoning tasks were employed: conservation, addition/subtraction, and inference. The addition/subtraction tasks were designed to distinguish between three levels of understanding: primitive (knowing only that addition makes more and subtraction makes less), qualitative (knowing that both initial numerosity and the magnitude of a transformation is important for deterimining the resultant numerosity, but limited to qualitatively combining the two pieces of information), and quantitative (like qualitative but with the ability to quantitatively combine the two pieces of information). The inference task was designed to assess children's ability to determine what transformation (addition, subtraction, or rearrangement) had occurred given information about numerosity. Inference ability was also catagorized as primitive, qualitative, or quantitative. All the tasks (both estimation and reasoning) used one or two groups of objects about which the children made absolute or relative numerosity judgments. The number of objects varied from 2 to 9.

Description of Results: The general developmental patterns from the results on several of the tasks are presented in Tables 1, 2, and 3. In addition, several clear patterns have emerged from our preliminary analyses. 1) On the conservation task, the kindergarten children could solve small-number conservation problems, and the first graders could consereve large number. 2) Many children already understood quantitative addition/subtraction before receiving formal arithmetic instruction. 3) The inference task which taps an important component of understanding addition/subtraction was much more difficult, although most children at the end of first grade performed quite well. 4) The range of numerosities that could be subitized increased with age. The average pre-kindergarten child could subitize only 2 and 3 items, whereas many first graders could subitize 5 or more.

5) The results of the Static task were consistent with those from the subitizing task: children could easily compare small numbers without counting, but they could not accurately compare large numbers. 6) There is a positive correlation among the estimation and reasoning skills assessed.

Implications of Results: There are important implications of the results already obtained, but two additional sources of information will lead to stronger implications in the future: the completion of data collection for the pre-kindergarten group, and the second year of data for all age groups. The current data provide a much more detailed picture of the set of early number skills studied than was previously available. In particular the substantial changes in numerical understanding that are not related to computational skills are highlighted. The suggestion is present in the current data that these changes are important in the acquisition of computational skills. However, the interpretation of the observed correlation will be stronger when the longitudinal data are available next year.

Implications for AISD: Because we have only preliminary results, the implications for AISD must be considered tentative. However, the present data do indicate that a substantial amount of development occurs in number skills before first grade, and that this development is delayed for some children. Second, our data show that mini-assessments can be given for the skills we are investigating that reflect quite well the results from more complete testing. Hence, fairly short test instruments can be developed so that classroom assessment is a viable possibility. Finally, the results show that the development of many skills are interrelated, and suggest that education which focuses on a single skill, or perhaps even a single skill at a time, may be less than optimal. A particular example of interrelatedness concerns conservation which our data show is neither the essense of early number concepts as some Piagetians have tried to convince educatiors, nor an irrelevant aberration as some anti-Piagetians have argued.

Table 1

Number of Children in Three Grades in Each Level of the Addition and Subtraction Task and Inference Task

	Addition/Subtraction			Inference		
Assessed Level	Pre-K	K	1st	Pre-K	K	1st
Small Primitive	---	---	---	1	1	2
Small Qualitative	---	---	---	2	6	2
Small Quantitative	---	---	---	1	8	9
Large Primitive	1	3	1	---	---	1
Large Qualitative	3	9	4	1	7	1
Large Quantitative	2	13	20	2	2	10

Table 2

Children's Performance on the Static Task

	Trial Type		
Grade Level	Small Numerosity	Large Numerosity	Big Difference
Pre-K	79.17%	32.92%	74.99%
K	92.48%	42.48%	86.59%
1st	96.18%	48.73%	93.71%

* The small numerosity trials were 2 vs. 3, 3 vs. 3, and 4 vs. 4. The large numerosity trials were 8 vs. 7, 8 vs. 8, and 9 vs 9. The big difference trial was 5 vs. 9.

Table 3

Number of Children in Three Grades in Each Numerosity Level of the Subitizing Task

Grade [illegible]l	3	4	5	6	7
Pre-K	2	3	---	---	---
K	7	11	6	2	2
1st	3	7	9	3	5

THE ORGANIZATIONAL ANTECEDENTS AND CONSEQUENCES OF ROLE STRESS AMONG TEACHERS

Interim Report

Nina Gupta, Ph.D.

Participating Schools: Martin Junior High, Murchison Junior High, and Pearce Junior High

Description of Study: This study was aimed at exploring the organizational antecedents and consequences of role stress (role conflict, role ambiguity, role overload, underutilization of skills and abilities, and resource inadequacy) among public school teachers. The study has four major objectives: (a) to determine the extent to which five sets of variables--the environment, the school, the school participants (i.e., administrators, other teachers, and students), the job per se, and the teachers themselves--are precursors of role stress among teachers; (b) to determine whether work role stress produces distancing forces among teachers; (c) to examine the physiological, psychological, and behavioral consequences of work role stress; and (d) to examine the impact of work-related stress on the effectiveness of teachers' functioning. The research design called for an intensive study of a small sample of teachers (N=25) from three schools in the Austin Independent School District. The data sources are intensive interviews with the sampled teachers. Data analysis is based on content coding of the interviews.

Description of Results: The data analysis and interpretation have not yet been completed. A preliminary examination of the data reveals, however, that stress is prevalent among the sampled teachers, is related to many organizational variables, and has deleterious effects on the health, behaviors, and responses of the teachers.

Implications of Results: A comprehensive identification of the organizational antecedents and consequences of work role stress could be of use to educational administrators in understanding and improving the overall effectiveness of schools, to organizational psychologists in defining the limits of generalizability of theoretical relationships to non-industrail settings, to society by providing guides to increase teacher effectiveness, and to teachers by providing understanding and potential improvement of the quality of their work lives.

Implications for AISD: The results of this study must necessarily be tentative in that they are based on a sample of only 25 teachers from only three schools. Within these limitations, however, the results could be useful for AISD in pointing out areas (e.g., job characteristics) where changes should be considered.

A STUDY OF THE EFFECTS OF VITAMIN C ON IRON ABSORPTION OF TEENAGE GIRLS AND THE RELATIONSHIP OF THIS FACTOR ON THEIR STAMINA

Abstract

Stanley H. Shealy

Participating School: Austin High School

Description of Study: Experiments were run in order to determine whether an addition of vitamin C to the diet of teenage girls at mealtimes would increase iron absorption, thereby affecting their performance on a standardized stamina test. Eighteen teenage girls participating on a high school basketball team were selected for the study. Procedure: (1) Obtained approval from AISD Office of Research and Evaluation to meet the ethical guidelines. Selected the subjects and obtained permission of subjects' parents for the study. (2) Divided subjects randomly into two equal groups, selecting one group to be the experimental group and the other to be the control group. (3) The hemoglobin and hematocrit levels of all subjects were recorded. Subjects were required to record everything they ate in a twenty-four hour period as accurately as possible. (4) Subjects participated in a standardized stamina test, having their pulse rate recorded at rest and thirty seconds immediately after the five minute step test. (5) All the girls were advised to continue the same dietary habits. Supplemental vitamin C, provided by "Hi-C" drinks at two meals a day, were given to the experimental group. The vitamin C in the "Hi-C" drinks is considered the independent variable. (6) After five weeks the hemoglobin/hematocrit levels, standardized stamina test, and twenty-four hour diet recall were retaken. All pre-test and post-test data were analyzed and compared to find any relationship between vitamin C intake and iron absorption; and a change in the hemoglobin and hematocrit levels and stamina. The researcher believed the study would show that vitamin C will have a positive effect on iron absorption; and an improvement on stamina due to the increased hemoglobin and hematocrit levels.

Description of Results: The results showed that there was a recognizable increase overall in both hemoglobin and hematocrit levels of the girls in the experimental group, but this increase was statistically insignificant to the results from the change in the control group's level. In the majority of the stamina tests, in both groups, the level of physical efficiency decreased, with no one person displaying an increase. This factor could possibly be due to the limitation of the experiment to control the consistency of physical conditioning throughout the course of the testing.

Implications of Results: Recommendations have been made to reconduct this study, possibly using a larger sample, a longer testing period, and more controls, allowing closer monitoring of the subjects.

Teacher Assertiveness Training for the Improvement of Classroom Management

Abstract

Jo Webber

Participating Schools:

Gullet Cunningham Blanton Barrington Andrews Pecan Springs
Oak Springs Zilker Dawson Rosedale

Description of Study: Classroom discipline is a source of major concern in our schools today. This is especially true in special education classrooms where teachers are dealing with students who may have failed in the regular classroom and, as a result, may exhibit disruptive behavior. Since research into effective teaching skills for dealing with difficult student behavior is somewhat lacking, this study proposes to look at the probability that teacher assertiveness skills will have a positive influence on classroom management in special education classrooms.

Description of Results: All data has been collected as of 6-15-81. No statistical analysis has been run to date, therefore no results can be reported at this time.

Implications of Results: Since it has been shown that assertiveness can be trained (Rathus, 1975), this study proposes to examine the influence of teacher assertiveness on classroom management. If high assertive teachers tend to be better classroom managers, then inservice and pre-service training might want to emphasize assertiveness in conjunction with the more traditional classroom management principles. If it is found that assertiveness is a strong predictor of good classroom management, then the personnel selection process may consider these results when staffing potentially disruptive classrooms (i.e. self-contained). If these results are found in special education classrooms, where disruptive students are often referred, then it may also hold true for regular classrooms where there are more children, generally less management training for the teachers, and fewer aids. Conversely, if it is found that there is no relationship between teacher assertiveness and classroom management, staff development may want to reexamine current programs linking assertiveness with discipline.

Implications for AISD: Staff Development for both regular and special education, may want to consider the results of this research, whether they are positive or negative, in planning teacher competencies and training in classroom management. Furthermore, the personnel office may be able to utilize the research results, if they are positive, for personnel selection.

DESCRIPTION OF A HIGH SCHOOL ENGLISH AS A SECOND LANGUAGE PROGRAM FOR RECENT IMMIGRANT STUDENTS

Abstract

Karen D. Powers, M.A.

Participating School: Travis High

Description of Study: This study examined the ESOL program at one AISD high school in order to describe how the program works to implement national and state second language policies. The procedures for placement and academic progress of nine beginning ESOL students and the results of an oral interview placement test were examples of the effectiveness of the program for those students.

Description of Results: All nine ESOL students were given the CELT during their first semester and all scored below the required 29 to be non-LESA. The Spanish speakers were given the LAB in Spanish and English. The Vietnamese students had a Parent-Home Interview. All the students were labelled dominant speakers of a language other than English. All were enrolled in reading and math; four were enrolled in science. The students' ESOL grades ranged from A to C and all students had better than a C average in all subjects. Six of the students had higher than a B average. These results suggest that all the students were functioning at grade level. The results of the oral interview test were: one Advanced LESA, seven Intermediate LESA, and one Beginning Monolingual LESA.

Implication of Results: The implications are severely limited due to the small number of students involved. The data suggest only that the ESOL program at one high school does meet the needs of the students in the study.

Implications for AISD: The experience of ESOL students in the AISD may not be similar to the experience of a Mexican American LESA student at the high school level elsewhere in Texas or the Southwest since Austin is a university town which attracts foreign families from all parts of the world. Further studies should be made of the ESOL experience of larger numbers of students including Mexican Americans.

STRESS AND COPING: A COMPARISON OF COPING EFFICACY BETWEEN SECONDARY SCHOOL STUDENTS

David C. Duty

Participating Schools: O. Henry Junior High School and
Johnston High School

Description of Study: A Coping Response Inventory (CRI) will be administered to students in grades seventh through twelfth. The CRI will assay three major aspects (stressors, coping strategies, and the efficacy of coping strategies) of adolescent stress and coping in four major domains (school, family, work-finance, and personal-interpersonal).

Description of Results: Not yet available.

Implication of Results: Not yet available.

Implications for A.I.S.D.: Not yet available.

80.32

960.20

CONSUMER EDUCATION FOR TEXAS INDUSTRIAL ARTS

Abstract

G. E. Baker, Ed.D.

Participating Schools: Bedicheck and Martin Junior High Schools

Description of Study: This project was funded by the Occupational and Technical Education Division of the Texas Education Agency to identify content, develop, and field test learning materials that would: (1) relate to the consumer education goals of industrial arts in the greatest number of grade levels and course offerings; (2) be presented in a bilingual format; and (3) be related to developing energy efficient consumers.

Description of Results: Using state and national surveys and a national advisory council, eight content topics were identified. These were developed into a "smart buying series" which enabled students to become more efficient consumers in the areas of: (1) fire protection devices; (2) protective clothing and equipment; (3) hand tools; (4) power hand tools; (5) glues and adhesives; (6) sandpaper and abrasives; (7) energy efficiency in homes and apartments; (8) guaranties and warranties. It was found that the state and national surveys displayed a correlation coefficient of 0.71.

An analysis system and presentation format were developed by the project to provide a consistent means of presenting the information within the classroom setting. This system was found to be an original, and unique analytical process.

The eight content modules were developed and translated for bilingual English/Spanish use. All modules were reviewed by the National Advisory Council and four were field tested in classroom units in both the Austin and San Antonio ISD.

Currently full analysis of the statistical data are incomplete. However, teacher and student reactions to the develop materials are very positive.

Implication of Results: The study has brought considerable attention in both the state and nation to the project. One national journal has scheduled publication of the analysis process used in developing the content. Several other articles have been prepared and are being considered by state and national journals.

Both the process and content utilized may have wide spread effects in state and national practices in industrial arts. If these materials are only partially successful, estimated savings to Texas citizens could exceed $1 million in only two or three years. This consitutes a ratio of return on investment of approximately 50:1.

There are two other implications that are yet undeveloped. Once the statistical data are analyzed, some reflection of both of these factors should be possible. The first concerns a long standing goal of industrial arts, which is that industrial arts includes the teaching of consumer education content in its regular program of study. The results of the student achievement test in the field testing can be used to test this stated goal. Student achievement on the specialized consumer education test can be used to compare special achievement in consumer education in three groups and two categories.

Within each school districts, students were divided into three groups. Students in an academic control group were selected who had never had industrial arts. Students who were taking industrial arts but who were not exposed to the special consumer education learning materials comprised an industrial arts control group. The third group, the experimental group, was composed of regular industrial arts students who also received the consumer education learning modules.

If industrial arts goals of teaching consumer education content are valid, the academic control group would theoretically score the lowest, the industrial arts control group would score significantly higher than the academic control group, and the industrial arts experimental group would score significantly higher than either of the other two groups using the specialized achievement test for consumer education.

The groups would also be divided into Spanish speaking and English speaking groups. These groups could be compared on the achievement to test the effect of providing bilingual materials.

Implications for AISD: By use of the materials, significant consumer education skills could be taught within Austin's industrial arts classes. Classroom quantities of the materials were furnished to both participating schools with full reproduction rights to produce materials in any needed quantity. This would provide implementation of the materials into Austin's classroom at virtually no cost and could allow AISD to consistently increase the consumer efficiency of student taking industrial arts. Extremely conservative extimates would suggest an increased efficiency of approximately $20 per student per year of use.